DOCUMENT RESUME

ED 329 267 IR 053 458

TITLE Inter-Association Task Force Report on Image.
INSTITUTION Special Libraries Association, Washington, DC.
PUB DATE 90
NOTE 157p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Change Strategies; Compensation (Remuneration); Higher Education; *Librarian Attitudes; *Library Personnel; Occupational Surveys; *Public Opinion; Questionnaires; *Role Perception; Salaries; *Stereotypes; Student Attitudes
IDENTIFIERS Special Libraries Association

ABSTRACT

In 1988, the Board of Directors of the Special Libraries Association provided funding to a task force to gather data which would determine how certain segments of society perceive librarians, how librarians view themselves and their colleagues, and to provide recommendations for addressing the issue of image. The task force project consisted of three major phases. Phase I encompassed the following six primary components: (1) a survey of librarians/information professionals; (2) questionnaire on the image of the professional; (3) the international image of the information professional; (4) prevalent attitudes of MLS (master of library science) students; (5) report on self-esteem and status; and (6) the relationship of image to salary. The objectives of Phase II were to analyze the data from Phase I, present the findings, and activate a strategic plan to enhance the image of the librarian/information professional. Phase III consisted of the publication of a final report, the implementation of the strategic plan, and a continuation and coordination of interassociation and individual endeavors to enhance the profession's image. The survey instrument and accompanying letter, data tables, graphs, and feedback are appended. (MAB)

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INTER-ASSOCIATION TASK FORCE REPORT ON IMAGE

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INTRODUCTION

INTRODUCTION

by Joe Ann Clifton

The image of the librarian/information professional has long been a concern of mine and many others in the profession. How we are perceived by others in society is critical, especially by those who influence and impact our professional status, i.e. our positions, titles, salaries, and advancement.

We, in the profession, knew what some of the stereotype misconceptions were, but we needed more specific data in order to decide if our image needed to be enhanced and if so, in what way and how.

I presented a proposal with a request for $10,000 funding to the Special Libraries Association's Board of Directors, at their January 1988 Winter Meeting, for the formation of a Presidential Inter-Association Task Force for the Enhancement of the Image of the Librarian/Information Professional. The Board approved the $10,000 to support the initial phase of this project.

This is a professional issue that affects all information professionals, hence the decision to involve the other library/information associations. Our invitation to them to participate was greeted with much interest and enthusiasm. Each association was asked to appoint a representative(s) to the Task Force, and pay their expenses whenever possible. Some Task Force members either paid their own expenses or their companies supported their travel to the meetings. The Task Force membership is listed elsewhere in this report.

Carole Greenwald, a marketing research consultant, with the assistance of the Task Force, prepared a survey to make a determination of what the perceived image of the librarian/information professional is and what the term librarian means to certain segments of society.

The Task Force also realized that data were needed on how librarians regarded themselves, their level of satisfaction with the profession and their careers, as well as their self-image. How they regarded their colleagues was also of interest. A questionnaire on librarians and information professionals was prepared by the Task Force and given to each cosponsoring association for distribution to their membership. The electronic tabulation and analysis of the questionnaires was accomplished by Task Force member, Miriam Drake. We extend our thanks and appreciation to her for her excellent and valuable contribution.

The Survey results are statistically valid. The Questionnaire results are not statistically valid and should be viewed as indicators of opinion. The respondents were self selected and do not represent a random sample of the memberships of participating associations.

It has been acknowledged that a good self-image is vital to one's success, as is the relationship between image and compensation, so both issues were addressed. Roger Haley's paper on self-esteem and Stephen Abram's paper on the relationship between image and compensation appear later in this report. Their efforts are to be applauded.

In an effort to discover how students in library schools felt about image, a contest was held with a $500 prize, and the opportunity to present the paper at the 1989 SLA Conference was extended to the winner. John Marcus' winning paper is printed in this report.

Our thanks go also to Joanne Victory and Bill Baldwin, students at Simmons College, who did a term project on this topic and contributed information to the Task Force.

The survey results were good, better than expected, maybe because 49% of those surveyed indicated that they were friends and relatives of librarians and information professionals. They, therefore, may have been more aware and educated as to the value of the librarian/information professional.

While we do have some detractors who do not realize or acknowledge the value of our service, we have more who respect and appreciate our level of education, capability , service and contributions.

The indications are that we need to continue to enhance our image especially in specific areas and to improve our communication skills so that we as professionals are better understood, acknowledged and compensated.

It must be understood that the Survey and Questionnaire data that has been collected and analyzed as well as the Task Force studies are not part of the enhancement of the professional per se. It has afforded us the information that was necessary to make a decision about whether enhancement of the professional and the profession was needed. It has also indicated what specifically needs enhancement.

This report is for the consumption of those in the profession, not for those external to the profession. In addition to the dissemination plan for the report, the Marketing Committee and Dr. Bender must decide on how to utilize the data to achieve further enhancement for the professional. Undoubtedly the other

cooperating Associations will also be working on enhancement plans.

We are suggesting that in our letter accompanying the two copies of the report being sent to each association.

The project has assumed even more importance in today's economic climate where downsizing, cutting of budgets and elimination of library services have impacted all of us.

After all, to succeed, this must be a continuing effort on the part of all of us.

My gratitude, appreciation and respect go to Kaycee Hale, the creative Chair of the Task Force, and my Task Force members for their enthusiasm, commitment and dedication to this project. Although some have been specifically mentioned, every member of the Task Force contributed to the project.

We'd like to extend our thanks to Dr. David Bender, SLA Executive Director, past staff member David Malinak, and Mary Erb Zimmerman for their guidance and support.

Without the approval and support of the SLA Board of Directors and the membership, this project could not have been launched.

Additional funding for the project was supplied by two SLA Divisions, Information Technology and Library Management and from our vendors who were interested in the project and its potential value to the profession. Contributions were as follows: EBSCO Subscription Service - $5,000; Disclosure - $5,000; Turner Subscription Service - $3,000; OCLC - $500. The SLA Board also agreed to an additional $2,000 toward the publication of the report, giving us a grand total of $28,500. We give them our thanks and appreciation. We will always remember their interest and generosity on behalf of the profession.

Special thanks from the Task Force goes to President Muriel Regan and the Board of Directors who felt that the project should be continued as a special committee in 1989-90 in order to implement its subsequent phases.

TASK FORCE MEMBERS

PRESIDENTIAL TASK FORCE ON THE ENHANCEMENT OF THE IMAGE OF THE LIBRARIAN/INFORMATION PROFESSIONAL

SPECIAL LIBRARIES ASSOCIATION MEMBERS (SLA)

CHAIR: Kaycee Hale
Fashion Institute of Design and Merchandising

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AMERICAN ASSOCIATION OF LAW LIBRARIES (AALL)

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MEDICAL LIBRARY ASSOCIATION (MLA)

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ART LIBRARIES SOCIETY (ARLIS)

Ann Abid
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Vivienne Monty
York University

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES (ACRL)

Hannelore B. Rader
Cleveland State University

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

by Darrell Orwig
Publications Consultant
Orwig and Associates

There exists in the minds of some people a stereotype image of librarians that is incorrect. This image is all too often reflected in the status and compensation accorded members of the profession and even in the self-esteem of librarians themselves.

That this conception, and all of its practical ramifications, persists in an age when information is rapidly multiplying and becoming increasingly vital to society is a matter of great concern to those in the profession. In 1988 the Board of Directors of the Special Libraries Association agreed to fund $10,00 for a Presidential Inter-Association Task Force for the Enhancement of the Image of the Librarian/Information Professional. The goal of this task force was to gather data in order to determine just how librarians are perceived by certain segments of society, how librarians view themselves and their colleagues, and in what ways the perceptions should and might be changed.

Members of eight other library associations participated in the task force. Each was asked to assess the image issue within his or her particular field. There is a consensus among librarians that as a group they are undervalued. Education, assertiveness, and awareness of even the small details that go into forming an image would all be helpful. One positive development that seems to have created more respect for librarians is the introduction and usage of electronic technology.

The bulk of the study consisted of 1) a survey sent to 8,000 leaders in business, academia, government, community leaders, media, and the performing arts throughout the United States and Canada, and 2) a questionnaire sent to publications of six library associations and a random sampling of members of the American Library Association and the American Society for Information Science. Information was also solicited from librarians in a number of foreign countries, and an essay contest was conducted among graduate students in Library Science on the topic of the importance of image to the profession.

Questions in the survey related to how opinions were formed about librarians, whether or not experiences with them were favorable, perceptions about their jobs and personal characteristics, and demographics of the respondents. A large majority have had positive experiences with librarians, finding them dedicated, reliable, responsible and responsive. The essence of the respondents' attitudes about librarians was much more positive than anticipated. The ability to communicate was valued as the most important attribute of a librarian. On the negative side, less than one-quarter of the respondents thought librarians were assertive or imaginative, and

most assumed that the salary level was quite low.

In addition to the background and demographic information, the librarians' questionnaire was designed to evaluate the perceptions that those in the profession hold about themselves and to determine the actuality of previously undocumented speculation in that regard.

Most of the respondents were found to be happy in their positions and satisfied overall. A majority felt that the profession enhanced their self-esteem and that their work is valued by society. They were about evenly divided on the issue of whether their salaries are appropriate in terms of value to their employers. Neither is their agreement on the image question; some feel strongly about the matter while others think there is no problem at all.

The task force has made certain recommendations for addressing the image issue. Among them are; increasing the visibility of the profession through more concentrated involvement at all levels from community to international, and with the media as well; developing and projecting an image of confidence, capability, effectiveness, and contribution, while promoting the value of library services in society.

IS

IMAGE

IMPORTANT ?

IMAGE

What is it? Why is it important?

Kaycee Hale
Task Force Chair

Due to the popularity and success of John Molloy's 1976 book, DRESS FOR SUCCESS, many people have relegated the issue of IMAGE to the rather simplistic concept of "fashion." Contrary to this erroneous supposition, personal and professional image is a complex issue comprised of the overall impact of verbal, vocal and visual perceptions of those who either initiate or respond to contact with other individuals.

"IMAGE" is in the eyes of the beholder. An individual's image is important in the business world and in the public sector in that a professional either is capable of impacting an organization or he/she is not. Image ultimately influences the behavior of users, customers, managers, organizations and society and it is this behavior that reflects image and the value people place on the work and worth of individuals.

When television anchormen and women discussed the issue of "image" as it related to the 1988 Presidential campaign, when city officials of Minneapolis, Minnesota focused on enhancing the city's "image" in a lengthy article in a national newspaper, when "image" power is examined in two front-page articles in the Wall Street Journal, when one professional association (the Certified Public Accountants) spent over $1 million to boost its "image", these events alerted us to the fact that the library profession is not alone in recognizing the importance of "image management."

Additionally, last year the American Academy of Family Physicians in Kansas City and the American Board of Family Practice in Lexington, Kentucky combined their financial resources to implement an unprecedented $5.1 million "image building program." Historically, the medical profession has shunned self-promotion; thus, this deviation further characterizes the importance of on-going marketing efforts for service-oriented professionals. This program, created by the Specialty Advertising Association International, is a multidimensional one that we (the Image Task Force) will carefully scrutinize in order to capitalize on qualitative work already being studied and implemented.

The purpose of the SLA Task Force on the Enhancement of the Image of the Librarian/Informational Professional is not only to acknowledge our awareness of this prevalent business concern but also to solidify our pursuit of professional prestige, occupational status with appropriately commensurate salaries, and the personal recognition of our value in today's society.

SLA's Board of Directors has recognized strategic planning as a high priority, essential for the Association to carry out its mission in an environment of risk and uncertainty. It has described the environment in which (special) librarians work as being influenced by:

-continued growth in the amount of, and demand for, information
-the intellectual and economic value of information
-increased interdependence among information providers
-global orientation of information
-acceptance of, and dependence on, technology
-partnership between information professionals and users
-the development, implementation, and alteration of national and international information policies and laws
-decreased availability of financial and human resources

Further, they have indicated the importance of "promoting the concept to decision-makers that (special) librarians are key players in the information society" and "of promoting improved compensation and enhanced status." Thus, based upon such ideals and ideas, it is vital for the individual librarian/information professional to assume the vision as outlined in SLA's strategic plan framework. In order to improve compensation and enhance one's status in a business climate of constant change and increased uncertainty, the professional image of the librarian must be aligned with one's corporate communication exchange. This includes print messages, service conduct and nonlinguistic expressions such as kinesics (body language), facial expressions and eye contact, tactile communication, space and territory, environment, paralanguage (vocal but nonlinguistic cues) and the use of silence and time.

Our profession's traditional actions, attitudes and attributes are but a small portion of today's information delivery process; our challenge is to become grounded in the synergistic belief that the whole (professional) is greater than the individual parts. The education, experience and expertise of an information professional outlines the backbone of the services provided. The remaining skeletal anatomy takes shape with the image presented (personal aspects) and the value of the services received (professional components).

Image management from the personal aspects dimension encompasses such "soft skills" as interpersonal relations, assertiveness, communications, motivation

and leadership. The professional components subsume such elements as data selection, information analysis, delivery and value. Therefore, we must pool our individual and collective resources and expertise to maximize efficiency, enhance credibility and boost the value of our services.

More and more organizations and institutions have turned to synergistic approaches to address corporate challenges, social problems and political issues. If we are to be considered a vital part of every corporate culture in which we are employed, then we must assume the posture of confidence, competence and human resources capital (return on investment).

Image is the loud and clear message we broadcast to others based upon our own self image, self confidence and self esteem. Image management is the marketing of ourselves, our ideas, and our services by utilizing those potent factors as the framework of our individual and corporate worth. If our vision is to "advance the leadership role of our profession in putting knowledge to work for the benefit of the general public and decision-makers in industry, government, and all other professions," then we must communicate consistently our verbal, vocal and visual attributes as well as the contents of our collections. We must synchronize the importance of our accurate, timely and valuable message with the confidence and credibility of ourselves as the messenger.

IMAGE is perception and selection; it is formed almost instantly based on immediate exposure. It is equivalent to choices and the perception of value. Each day we (and our users) are faced with the opportunity to choose between various options; we (and our users) make those choices dependent upon the value we "think" that we will receive in terms of our own personal desires, goals, and affiliation. We attribute bonus points to those things and people who will elevate our own status or at least help us maintain our current position. THE DESIRE -- to be better than we think that we are! THE GOAL -- to achieve more than we think that we have right now? The AFFILIATION -- to be grouped with those like us or ABOVE us on the ladder of economic, intellectual and social success. In servicing the information needs of our users, can we truthfully say that we satisfy any or all of the aforementioned three? Of course we can, with efficiency (doing things right); but how effective (doing the right thing) are we?

IMAGE equals "human packaging"...appearance, mannerisms, mental agility, speech patterns, work habits, posture, attitudes, etc. It is the nonverbal language of the personal and distinct sentence we declare when we "just show up." We attribute certain characteristics to the individual who speaks the "king's English" versus those who don't. Likewise, we negatively characterize those who proclaim professionalism and yet do not exhibit it.

IMAGE is NOT a substitute for knowledge or ability. It is the complement or

alter ego to those skills. IMAGE is NOT phony; a political game or a personal gimmick. It is the bonus points added to the cumulative score of education, experience and expertise. In servicing our users we must be mindful of the sights, sounds and symbols that we communicate. For the responsibility of communicating a professional message is placed squarely on the shoulders of the sender.

In today's competitive society where computer literacy is important, effective communications skills are even more essential. Corporate and public America succeeds through ideas generated (1) to market its services, (2) to establish innovative techniques, (3) to solve its problems, (4) to analyze its position in the marketplace, (5) to perpetuate its existence, and (6) to create community goodwill. Thus to be successful in the professional world, we must be prepared to impact our organizations through our willingness to grow, the determination to learn new concepts and skills, and the professional positioning of ourselves as a visible and valuable part of the institutional team.

It is a common axiom that the world's knowledge doubles every 10 years. With major shifts in macroeconomic and political factors, the internationalization of issues, re-regulation and government intervention, "outbreaks" of peace, and the changing business landscape, the need for information is escalating daily. The manner in which we serve our user must move from "runner-up" to champion. We can no longer assume that we know what our various constituencies need and want as we move from a mass society to a mosaic one. We must employ creativity in targeting our markets AND enhancing our organizational roles. A professional image will enable us to optimize our value by making ourselves and our information resources a tangible asset of the corporate decision-making process. We can make information a vital tool of corporate and public governance and decision-making IF we are perceived as a constituent of (rather than apart from) the internal organizational loop.

IMAGE MANAGEMENT is the acceptance of the premise that users want more than what they ask for. they want confidence in the service provider, quality of the resource product, effective communication skills including anticipation, research, analysis, and results, AND value based upon their real or perceived need.

In many ways, IMAGE is seducing the visually minded -- (1) who make judgments(s) in accordance with what they see; (2) who establish a basis of value by concrete examples of what is presented to them: and (3) who formulate the criterion of competence based upon how another professional presents him or herself. IMAGE is information, power, and perception. It is the agent of change...from the stereotype of the typical librarian.

IMAGE is professional impression formation. The Japanese have a saying..."one thing is said and ten things are understood." Imagine this -- "one

appearance is made and (business experts say) ten judgments are fixed: (1) economic level; (2) education level; (3) trustworthiness; (4) social position; (5) economic heritage; (6) social heritage; (7) educational heritage; (8) level of sophistication; (9) success; and (10) moral character." Whether we like it or not, the institutional or corporate team places great emphasis on its judgment of these factors. Therefore, it is up to us to take control of the perception of our profession.

"Creating an image" is one of the worst phrases that we have ever allowed into our lexicon. Images are not created; they are by definition a reflection of something that already exists. Some librarians think what already exists is good enough; however, good enough NEVER is.

With the formation of this Task Force, SLA took an unprecedented leadership role by addressing an issue that everyone has complained about, but no united action was ever implemented to do anything about it. Also unprecedented was the acknowledgment that this is a profession-wide issue rather than one that solely impacts special librarians. Thus, the invitation to nine other professional information associations was made to join SLA in our review of this issue. All who were asked eagerly accepted the challenge with the knowledge that the goals and objectives of the PROFESSION are at stake.

Each member has contributed greatly to the success of the Image Task Force. Each professional association has harnessed its efforts to join in our public relations endeavor to establish this profession in a leadership role. Each information professional must now seize the opportunity to continue the work and implement the recommendations.

To substantiate our goals and objectives, the non-SLA Task Force members were asked to respond to the following questions. Their answers are as follows:

WHY IS IMAGE IMPORTANT TO YOUR PROFESSIONAL ASSOCIATION MEMBERS?

HOW IS THE ISSUE CURRENTLY BEING ADDRESSED?

HOW WOULD YOU LIKE TO SEE IT ADDRESSED IN THE FUTURE?

American Association of Law Libraries (AALL) - Albert Brecht

The library is the lawyer's laboratory. This adage is more true than not. Lawyers rely heavily on legal and non-legal information to prepare legal documents - memoranda, briefs, contracts, etc. Relying heavily on legal and non-legal information also means relying heavily on people to make the needed information available - law librarians. For these reasons law librarians have historically been highly visible and important to lawyers (be they practitioners, professors, judges, etc.) These facts do not mean that all is perfect. Law librarians do have concerns about their image.

The American Association of Law Libraries is composed of several different types of law libraries and law librarians - academic, court, governmental and private law firm. Some of their concerns about image are universal. Other concerns about image are unique to the type of law library. Some types have had large numbers of law librarians for many years. Other types have increased their number of law librarians tremendously in the last five to ten years and the increases are continuing. Law librarians in certain types of law libraries have more concern about the image issue than law librarians in other types of law libraries.

The legal profession is image conscious. For many lawyers their image directly relates to attracting and retaining clients. Academic lawyers, judges, etc. are also image conscious. Everyone who works in the legal profession, be he lawyer, law librarian, legal secretary or paralegal, is affected by the image consciousness of the legal profession. Law librarians have some particular image concerns. Primarily, I believe, the image concern of law librarians is to be sure law library users are aware of what law librarians can do for them and of the knowledge and skill required to perform the professional work of law librarians.

AALL has for many years paid attention to image in its professional development programs. Programs on effective communication, how to present

budget requests, public speaking, public appearance, etc. have been offered and well attended. Such programs as these, and others, are still routinely offered to AALL members.

As a Past President of AALL and AALL's representative to the SLA Presidential Task Force on the Image of the Library/Information Professional, I am certain that AALL members are eager to see the results, analysis, and plan for action relating to the SLA image survey. The next step for AALL will be to identify members who are interested in preparing a plan of action for the improvement of the image of law librarians, whether that be law librarians in general or special plans for law librarians tailored to the various types of law libraries.

American Association of School Libraries (AASL) - Jacqueline Morris

Members of the American Association of School Librarians are very concerned with image. We recognize that if the principles of Information Power: Guidelines for School Library Media Programs are to be implemented, the school library media program and the school library media specialist must have value in the school community. A poor image equates to less value. For school librarians image is often a question of awareness rather than the stereotype that many people have. Many school librarians feel we are not thought of by either of the professions we espouse, and because of this no one seems to know what skills we bring to education.

School librarians are educated as teachers with state certification and ideally have experience as a classroom teacher. We also have a library degree or certification and often additional work in instructional design and technology. This dichotomy is often cited as a major factor in the perceptions others have of school library media specialists. We are not seen as fitting into either group. Our image is blurred.

School librarians must constantly work to be included in the ranks of school professionals; to be recognized as part of the teaching staff; to be involved on curriculum committees. Also, our role in schools has grown and changed so fast that it is hard for other teachers to see that most of us are not just keepers of books. We want to remain information specialists, a role that is comparable and kin to all types of librarianship as it is concerned with providing access to information. And, we must be teachers - teachers with an information curriculum. Information is as much a content area as any subject. It goes far beyond the location of data and is taught as an integral part of the entire school curriculum. We also function as instructional consultants to teachers so that resource-based learning is incorporated into every content area. This role also involves the effective integration of technology into the curriculum.

As with all librarians, the way we are perceived by others as well as the way we perceive ourselves often determines the success or failure of our programs. Our image problem frequently results from our own failure to accept this expanded role or because we don't feel confident enough in our skills in these new areas of expectation.

Conference programs for AASL members address many of these issues. My own President's Program in Dallas featured a speaker whose topic was empowering the professional. Our association is working on implementation of the guidelines as a first priority. This includes enhancing self concepts as well as the new and needed skills. As noted above, self concept often determines effective performance. It is vital for each AASL member as well as every school library media specialist to accept all the roles identified in Information Power to become a leader on the school's instructional team, to be innovative, proactive, and an agent for change in workshops and sessions which will give opportunities for professional development in this area.

I would like to see a public relations campaign that identifies the contribution of school library media specialists to education - a campaign to inform parents, teachers, administrators and the general public of the special expertise of school librarians in developing curriculum, in the selection of materials and media to fit teaching strategies, in information literacy, in ensuring that students become effective users of information.

And I'd like to emphasize programs that would encourage assertiveness in communicating our roles. We are so service oriented that we tend to be passive about tooting our own horn. We believe that if we do good work people will notice. They don't! We must learn to articulate our program long enough and loud enough so there is no doubt of the perception. Librarians, including school library media specialists, are valuable to education and to life.

Association of College and Research Librarians (ACRL) - Hannelore B. Rader

Unfortunately, a large percentage of ACRL's membership have not yet indicated whether image is an important concern to them; however, ACRL:'s leadership has made significant progress in improving librarians' image in higher education. In order to assume their appropriate professional position on the campus as organizers and disseminators of information, teachers of information strategies and planners of campus-wide information networks, librarians must assume a more assertive leadership role in academia. They must strive to become strong partners in the teaching/learning process on campus; they must assume responsibility for the building of scholarly work stations with faculty and share their information expertise with the campus community; they must ensure that their excellent service attitudes and concern with equitable information access become the norm for computing on campus.

Throughout the last several years ACRL and others have begun to build close relationships with other professional organizations in higher education, such as AAHE, AAUP, American Psychological Association, by encouraging ACRL members to present papers at these association conferences, publish library-related articles in their journals and conduct joint programs. ACRL has financially supported such activities during the last 5 years. Several ACRL presidents have focused their president' program on building liaisons with teaching faculty and higher education administrators. ACRL also has several standing committees that focus on image building activities, such as the Academic Status programs and the Research Committees, and ACRL continuing education programs have addressed making presentations, writing for publication and improving teaching skills.

ACRL's current activities as described above not only must be continued but must be intensified and increased; in particular, ACRL's liaison activities with other professional organizations must be widened and strengthened. ACRL members must also try to have more articles published in non-library publications in order to apprise and inform teaching faculty and higher education administrators about librarians' expertise in information technology and their ability to be partners in the teaching/learning process.

Furthermore, ACRL should encourage its membership to clarify their future image vis-a-vis higher education by facilitating forums, programs and workshops. Many academic librarians have not had opportunities to clarify what their image should be and how it should be communicated to their constituents. ACRL should also work with library schools to include image-building criteria and concepts in the library and information science curriculum.

American Library Association (ALA) - Margaret Chisholm

Just the word "image" is provocative. Does it mean our own self-image? Is there any congruence between our self-image and society's perception? How much can an image be changed so that the perception by society is changed?

All of these questions evoke intellectual responses as well as emotional responses. The answers appear to be complex and elusive, yet it is imperative that the library and information science profession address these issues.

Image is of critical importance to the profession. The public perception of the image of the profession has a psychological impact on each individual in the profession, has an important influence on who enters the profession, and also has some significant concrete impacts. Society's perception in many ways determines salaries, determines hierarchies within employment structures, authority and

responsibility within a corporation, and advancement or promotion opportunities. Any factor or influence of this magnitude deserves the attention of each individual within the profession and of the profession as a whole.

It seems that the first step is to be aware that there is a problem with our image, then analyze what can be done to address the problem and act to make change happen.

A number of significant things are happening to raise the level of awareness. The Special Libraries Association Image Task Force has taken major steps that are having wide visibility. In the national and international political arena there has been such a focus on image that it has created an impact within other professions, which should be beneficial.

In the past, professional development programs have for the most part not even recognized this issue and, if the issue was recognized, it was dismissed as being irrelevant. Even currently, with the heightened awareness, professional development programs appear to be having great difficultly in being responsive to this concern.

We must admit that this is a challenging concern for which there are no simple, magical answers, but also one that must be addressed. The level of success with which we deal with the concern may very well determine the future of the profession. More research is needed to determine what factors create an image and how specific factors can change perceptions. Recent inquiries reveal that visual cues help to create or diminish an image; cues such as location, desks, signs, name tags, style of dress. We know that visual cues have helped establish prestige in the medical and law professions, so there are lessons to be learned and translated to our profession.

Much evidence is being established that self-esteem can be enhanced through appropriate professional development activities. There are areas that can be addressed within the profession or, better still, while individuals entering the profession are completing their professional education. Societal factors external to the profession are also changing, such as the development of technology. The use of technology within the profession already appears to have had na impact on the image of the librarian as perceived by the public.

The prognosis seems to be favorable and encouraging. If professional organizations and professional schools address this concern with diligence and optimism, much can be accomplished. In addition, every individual in the profession must be encouraged to be aware and to address the concern assertively. Concerted action by every professional can make a difference, so we must each take responsibility and become involved.

Art Libraries Society (ARLIS) - Ann Abid

The issue of the image of the librarian is important to ARLIS/NA members for the same reasons that it is important to other librarians. The contradictory stereotypes of librarians as nurturing, intelligent, soft-spoken, bespectacled, dull, boring, rigid, etc., affect all and are of concern. In the scheme of librarianship, ARLIS/NA is a relatively new professional organization having been founded only 16 years ago. It is thus an offshoot of the older, traditional professional organizations where the stereotypical images were perhaps more deeply ingrained. The external image of the information professional in ARLIS/NA is also enhanced to a certain extent by the association with fine art and art history to which society has often attached a certain value and glamour. The internal image of the art librarian within the parent organization, whether museum, public library or academic institution, poses a more serious problem. Recognition of the worth of the art librarian to the institution, usually non-profit, is critical to the image and self-esteem of the librarian. If the general image of the essential worth of librarians and information services were stronger, the individual struggle for recognition within a parent organization would be eased.

While ARLIS/NA's Professional Development Committee has traditionally been more involved with enhanced programming for members and encouragement of new art librarians, it has recently begun to consider subjects that relate to the image of librarians. At the next Annual Conference in New York in February 1990, the Committee will sponsor a session titled "Promoting OUrselves Inside and Outside the Library." An informal session on mentoring is also planned. The Society has studied and published standards for staffing and collection development. The staffing standards for art libraries are being revised at this time. ARLIS/NA is also preparing its first survey of the members' salaries. Although diverse, all of these activities are traceable to concern for and reaction to the image of librarians.

As Past President of ARLIS/NA, I would like to see the external "image" of librarians in general raised to command the same instantaneous respect as other professions. The emphasis on "image" rather than "substance" is not a problem for librarianship. Perception of the profession by others is the problem. Attention to "image" should include awareness, whether stated or not, that librarians exist in a professional atmosphere that is fraught with change due to automation. The lay public that has not been particularly impressed by card catalogs is impressed by computers, and we should capitalize on the perception that the ability to deal with functions and information in the automated environment is equated with competence.

American Society for Information Science (ASIS) - Toni Carbo Bearman

Our image has two interrelated components: the perception of us by others and our own self-image. Although image is important for many reasons, two reasons are of particular concern to ASIS members and, very likely, to all information professionals.

Both reasons relate to value. What value is placed on information itself, and the work information professionals do, has a significant impact on society's perception of our profession. Related directly to this are salaries. A strong positive image (and self-image) of our profession can translate directly into higher salaries and greater job satisfaction.

ASIS is addressing this issue through our Professionalism Committee, which develops programs at conferences and oversees the placement center and jobline service. This committee is also working on a revision of the ASIS Code of Ethics, which is a fundamental building block in any profession's image. We also have continuing education programs, such as presenting ways to improve our image through more effective communication. These and other activities will continue to enhance our self-image and the perceptions of decision-makers about our profession.

As President, I look forward to working with other associations, including SLA and organization s with which we formerly have not had formal ties, to help educate leading decision-makers about the value of our work. Building upon the excellent work of this taskforce, I hope we will continue our strong coalition among the library and information science associations and forge additional partnerships to carry this message about the value of information professionals. We can make our image even better by banding together and demonstrating our worth.

Canadian Library Association (CLA) - Vivienne Monty

Image is most important to all librarians because we continue to suffer from not being taken seriously enough. to many, we are indistinguishable from other similar groups of information workers. As a result, we are continually underfunded. If wee were to enhance our image as a profession, the overflow would then come as appropriate funding as well as effectiveness to our institutions and to individual librarians as a result.

The Canadian Library Association is undertaking various initiatives to enhance the image of librarians, albeit indirectly. We are very active partners in the proposed National Summit on Libraries. If this summit comes to fruition, it will be a first in Canada. As an organization, we have tried to be far more issue oriented and have undertaken numerous efforts, including educational ones, which deal in the

political arena.

CLA, through its division CASLIS, has also issued a brochure that informs prospective employers about what can be expected of librarians and library advertisements. CLA has made a considerable effort to monitor criteria for library technicians, and their new document is a CLA policy paper.

There are innumerable ways in which one could enhance the image of the librarian, too numerous to mention here. In short, however, I believe we need concrete data such as this Task Force Report upon which to base future actions. We also need to look beyond and enhance our image and our capabilities to those who employ librarians. Enhancement of image comes through earning respect and providing that which is wanted rather than providing information we think people need. The Task Force Report is an excellent first step in this client-driven environment.

Medical Library Association (MLA) - Eloise Foster

The image of the librarian and information professional is important to members of the Medical Library Association in that it affects status and economic interests. With changes occurring in the health care environment, organization restructuring and institutional downsizing are commonplace. Resources are scarce and need to be used effectively for maximum results. Members of our profession are better positioned if they are viewed as individuals who bring skills and attributes needed to function in this challenging environment: leadership, flexibility, decision-making, communications, financial management, and technical competence. Organizational status and placement directly impact salary structure and compensation.

The Medical Library Association has a number of programs designed to address the image of our members, either directly or indirectly:

- o Credentialing - A new credentialing program focuses on professional development and career recognition. The program rewards the personal investment of time and effort required for exemplary professional performance from the entry level throughout one's professional career and contributes to the advancement of the Association and the profession.

- o Education - The Medical Library Association develops or sponsors a variety of courses on topics of interest to practicing health sciences librarians, recent graduates, and others interested in biomedical information retrieval. These broaden members' horizons and foster professional competence.

- Publications - The Association supports an extensive publications program of both serials and monographs. This program encourages members to contribute to the knowledge base of the profession and to benefit from the contribution of others.

- Salary survey - A national salary survey is conducted at periodic intervals. It provides data for members to use in assessing individual and organizational situations and in representation and advocacy efforts.

- Legislative - The Medical Library Association acts as a link between practicing librarians, institutional members of the Association, and federal agencies. It relays news of important governmental actions affecting medical libraries and librarians to the membership and supplies information and assistance to government agencies. Working alone, or in coalition with organizations having similar interests, the Association makes official comment on proposed federal regulations concerning medical libraries and librarians, supports legislation benefiting medical libraries and library services, and works for meaningful appropriations levels for federal library-related programs.

Associations can be instrumental in assisting members in addressing their common interest of enhancing the image of the librarian and information professional. Attention to this issue is necessary if we are to recruit to the profession individuals who are challenged by change. We must give focus to the knowledge and skills needed by individuals at different stages in their careers; their image depends on it. We need leaders who can strategically manage resources within institutions and organizations; our image as a profession depends on it.

GOALS

AND

OBJECTIVES

THREE PHASE PROJECT

The Task Force on the Image of the Librarian/Information Professional was established with the following purpose: to determine exactly how society perceives and regards librarians, and if such research indicates that the perception needs to be changed or enhanced, to prepare and implement a plan of action for the desired results.

The objectives and desired results of this program are...

(1) to secure a sound knowledge base of how society perceives librarians and to know to what degree they understand what librarians do;

(2) to educate the information professionals, associations, and the profession on a whole as to the values accorded to them by society:

(3) to have reliable image data in order to execute a plan of action to dispel false stereotypes of librarians and to replace them with a factual and valid image; and

(4) to gain recognition of the importance of librarians and all information professionals, and to position their value more appropriately within society's perception.

The Task Force project consists of three major phases. Phase I encompassed six primary components.

PHASE I - NUMBER 1...SURVEY ON LIBRARIANS/INFORMATION PROFESSIONALS

(See Survey, illustration No. 1) The first action of the Image Task Force was to formulate a large scale survey and mail it to 8,000 decision-makers in the United States and Canada to elicit information on the demographics of the respondents; first impressions of librarians; components of image; the expected knowledge, skills, and activities of librarians; and the attitudes and value attributed to librarians/information professionals.

The Survey was conducted by a professional research firm and mailed to the following societal segments: (1) corporate executives; (2) academic presidents and provosts: (3) government officials; (4) community leaders; (5) popular and professional media executives; and (6) performing arts directors, producers, and writers. These particular groups were chosen because they represent occupations that are instrumental in authorizing library budgetary expenditures including the

salaries of librarians/information professionals, through their creative works or because they are catalytic in portraying an image of the librarian that then conveyed to the public through print or other channels.

PHASE I-NUMBER 2...QUESTIONNAIRE ON THE IMAGE OF THE PROFESSIONAL

(See Questionnaire, illustration No. 2.) Concurrent with the formulation and distribution of the Survey was the development of a similar instrument to examine the opinions of the memberships of the nine Task Force professional associations regarding their perceptivity of themselves, as well as their colleagues. Michael O. Engle writes in his article entitled Librarianship as Calling: The Philosophy of College Librarianship

> ...In our search for meaning and satisfaction in our work, the self-esteem that springs from a clear sense of personal and professional philosophy--a sense of our own motivating beliefs, concepts and principles--will sustain us. Such a philosophy flows from self-examination and professional evaluation.

As a consideration of this basic premise, it was essential that the Task Force gather data to support previously undocumented speculation concerning our view of ourselves.

PHASE I-NUMBER 3...INTERNATIONAL ASPECTS

In a report made to the Task Force by member Frank Spaulding concerning the topic of image in the international arena, he noted that at the 1988 International Federation of Library Associations' (IFLA) conference in Sydney, Australia, Valeria Stelmakh from the Soviet Union presented a paper on the "Image of the Library (Librarian)." The paper addressed both the public and professional mindset of the image factor and its measure of correctness.

In order to compile as much concrete input as possible, the purpose of component No. 3 was to obtain primary information concerning the perceived stereotype and status of librarians from the major library associations in Argentina, Australia, Brazil, France, West Germany, India, Japan, the Philippines, Sweden, United Kingdom, Union of Soviet Socialist Republic, Yugoslavia, China, Taiwan, and the Ivory Coast. These responses, augmented by the responses from the survey, would constitute a paper to be presented at IFLA 1989 in Paris, publication in the IFLA JOURNAL and cooperative activities on image with the IFLA.

PHASE I-NUMBER 4...PREVALENT ATTITUDES OF MLS STUDENTS

Does the issue of image impact ONLY the information professional in the

workplace? Or does the well-worn stereotype also create strong views by those who are pursuing the career of librarianship?

To answer those questions, Component No. 4 was designed to conduct a contest between Masters of Library Science graduate students based upon an 850-word essay to determine their opinions about the importance of image to the profession. The promotional flyer that was mailed to all ALA-accredited library schools asked the student to respond to the following questions:

(1) What constitutes one's image?

(2) Is image important in the professional world?

(3) How would you characterize the perceived image of the librarian/information professional?

(4) If you think any changes should be made, specify what steps librarians/information professionals should take to enhance their image.

The winning entry is published elsewhere in this report.

PHASE I-NUMBER 5...REPORT ON SELF-ESTEEM AND IMAGE

Due to the overwhelming number of state and local government-sponsored programs that are a product of the 1980's, as well as the 1986 founding of the National Council for Self-Esteem, the Task Force was charged with the duty of exploring "what relationship can be made between self-esteem and the library profession's interest in the topic of image."

The report by Task Force member Roger Haley, U.S. Senate Library, was to research, examine, and analyze any real or perceived interconnection. His paper is published herein.

PHASE I-NUMBER 6...THE RELATIONSHIP OF IMAGE TO PAY

Task Force member Stephen Abram, Hay Management Consultants, was assigned the duty of analyzing the final survey results and determining whether or not there seemed to be a direct correlation of image to pay. His report was also to develop recommendations on what specifically can be done to address any salary problems that seemed apparent. Abram's paper is contained within this report.

PHASE II

The activities during this phase were:

(1) formally analyze the data received for both the Survey and the Questionnaire;
(2) present a paper at the 1989 IFLA Conference of the preliminary findings from the aforementioned;
(3) retain the services of Bright International Marketing, Inc. to select a winner from the students' essays; and
(4) develop a strategic plan of action to activate an aggressive program to enhance the image of the librarian/information professional.

PHASE III

Phase III consists of:

(1) publication of a final report;
(2) implementation of the strategic plan;
(3) continuation of well-publicized efforts to keep this important issue in the forefront of our individual and collective minds; and
(4) coordination of interassociation endeavors to enhance the image of the profession.

SURVEY

METHODOLOGY OF SURVEY

The Image Task Force selected the following six societal segments to ascertain their perceptions of the librarian/information professional: (1) community leader/local elected officials; (2) corporate executives; (3) government officials/state and provincial legislators; (4) academia; (5) entertainment media writer/director/producer; and (6) media news information writer/editor.

The data needed from these six segments were: (1) formation of their opinions; (2) experiences with librarians; (3) perception of the jobs of librarians/information professionals; (4) personal characteristics attributed to librarians; and (5) demographics of the respondents. Because marketing research studies have indicated that an open-ended question elicits specific verbal responses that are not always indicated in previous multiple choice, semantic differential, high/low rating, etc. questions, the Task Force also desired an accurate description of librarians from the decision-makers in their own words. Twenty questions were formulated; question number 21 was designed to be open-ended, thereby requiring a written response.

The survey and an accompanying letter were mailed to 8,000 decision-makers; 7,679 were delivered; 1,844 were returned; and 1,454 were analyzed. A six-week return interval was provided from the initial mailing date. The return rate was 23% with 18% of that return analyzed. *

The mailing labels for the six segments were purchased from a label house by Carole Greenwald, the marketing research consultant.

The survey responses were returned to Ms. Greenwald. The electronic tabulation was completed by Acctab Company and the results were analyzed by Carole Greenwald. Some additional analysis was accomplished by Ronnie Miller and David Ellis, marketing research consultants in Los Angeles.

* Some returned after closing date.

ANALYSIS OF SURVEY *

DEMOGRAPHICS OF THE RESPONDENTS

Of the six categories surveyed, 91% of the respondents were from the following three groups:

(1) CORPORATE EXECUTIVES	29%
(2) MEDIA/NEWS INFORMATION WRITERS/EDITORS	27%
(3) COMMUNITY LEADERS/STATE OR PROVINCIAL LEGISLATORS	26%

The remaining three groups accounted for less than 10% of the returns:

(4) ENTERTAINMENT MEDIA WRITERS/DIRECTORS/ PRODUCERS	6%
(5) ACADEMIA	3%
(6) GOVERNMENT OFFICIALS/ FEDERAL LEGISLATORS	0%

The typical respondent is a well-educated, middle-aged, upper-middle-class male. Two-thirds of the respondents are male; one-third are female. Fifty-two percent have graduate degrees; 39% have bachelor's degrees. Only 10% are under 30 years old; 11% are over 60 years of age. The median age is 45.7 years. The median salary of the respondents is $60,800 annually. Only 36% earn LESS than $50,000 a year; 4% earn over $200,000.

* If the sum of the percentages does not add up to 100%, it is because some returns did not answer that particular question.

FORMATION OF THEIR OPINIONS

Most respondents formed an opinion about librarians at the following times: (1) childhood - 62%; (2) teenage years - 25%; (3) in college - 8%; and (4) as an adult - 3%. When asked to check all that applies to "where most people get their ideas about librarians," the breakdown is as follows:

(1) SCHOOL EXPERIENCES	77%
(2) PERSONAL EXPERIENCES	65%
(3) TELEVISION AND MOVIES	24%
(4) FAMILY	22%
(5) BOOKS, MAGAZINES, AND NEWSPAPERS	8%

The survey results additionally indicated that 49% of the respondents have a friend or relative who is a librarian.

EXPERIENCES WITH LIBRARIANS

Overwhelmingly, the respondents find their experiences with librarians to be positive (74%). Although 24% indicate mixed feelings, almost no one assesses his general experiences as negative.

More than three-quarters of them have used three types of libraries at some time:

PUBLIC LIBRARIES	92%
COLLEGE LIBRARIES	84%
SCHOOL LIBRARIES	75%

Thirty-nine percent have used a business or corporate library; 31% have used a law library; 18% have used a medical library; and 9% have used some other type.

Within the past 12 months their usage pattern is as follows:

(1) PUBLIC	70%
(2) COLLEGE/UNIVERSITY	43%
(3) BUSINESS OR CORPORATE	23%
(4) SCHOOL	15%
(5) LAW	13%
(6) MEDICAL	5%
(7) OTHER	9%

The respondents use libraries for the following reasons: (1) hobby - 70%; (2) recreation - 43%; (3) research - 23%; (4) business - 15%; (5) school work - 13%. Nine percent do NOT use libraries at all.

PERCEPTIONS OF THE JOB OF LIBRARIANS

The respondents think that a librarian earns $24,700 a year on average. Eight in ten think that the average librarian earns between $18,00-24,000 (44%) or between $25,000-35,000 (39%). Nearly 10% THINK LIBRARIANS EARN UNDER $18,000. Only 7% think librarians earn between $35,000 and $60,000. NO ONE thinks that their salary is more.

Ninety-six percent of the respondents think that librarians have a college degree: bachelor's degree 48% and a master's degree 48%. Only 3% think that librarians have only a high school diploma.

When asked to rank information-professional job titles according to the respondent's perception of which title commands the highest salary, they answered as follows:

(1) DIRECTOR LIBRARY SERVICES	57%
(2) MANAGER INFORMATION SERVICES	36%
(3) HEAD LIBRARIAN	31%

(4) MANAGER TECHNICAL INFORMATION CENTER	29%
(5) INFORMATION SCIENTIST	8%
(6) LIBRARIAN	4%
(7) RESEARCH LIBRARIAN	4%
(8) INFORMATION SPECIALIST	3%

Communication skills are the most important for the good performance of a librarian according to survey results. Research ranked second (63%); interpersonal skills third (51%). Only 3% think that financial management is important, while 9% think that teaching and technological expertise is essential to a librarian's good performance.

When rating the quality of information provided by librarians, the respondents responded to five specific service factors as follows:

(1) RELIABILITY	83%
(2) ACCURACY	82%
(3) USEFULNESS	76%
(4) VALUE	74%
(5) TIMELINESS	71%

Librarians rank second (46%) to the respondents' colleagues (50%) when asked "to whom do you go for assistance." Other employees (22%), friends/family (21%), and your secretary (16%) are third, fourth, and fifth, respectively.

The respondents' job-related view of the librarian/information professional is that librarians are more service-oriented (85%) than money-oriented (3%); more people-oriented (62%) than task-oriented (22%); and more career-oriented (45%) than job-oriented (24%).

The respondents use a librarian for the following tasks most of the time and some of the time:

(1) BASIC INFORMATION ABOUT A SUBJECT	63%

(2) HELP IN SOLVING A PROBLEM 56%

(3) IDENTIFYING THE BEST ARTICLE OR BOOK ON A SUBJECT 50%

(4) PROVIDING COMPREHENSIVE INFORMATION ON A TOPIC FOR DECISION-MAKING PURPOSES 46%

(5) HELP WITH SCHOOL WORK 44%

(6) HELPING TO DEFINE AND CLARIFY SPECIFIC NEEDS 43%

(7) ASSISTING IN THE ADVANCEMENT OF PERSONAL AND ORGANIZATIONAL GOALS 24%

(8) RECOMMENDATIONS FOR BOOK, VIDEO OR OTHER ITEMS 22%

PERSONAL CHARACTERISTICS ATTRIBUTED TO LIBRARIANS

When personality characteristics were juxtaposed, librarians were perceived as

More dedicated (85%) than unconcerned (1%)

More responsible (84%) than irresponsible (1%)

More responsive (76%) than unresponsive (5%)

More approachable (71%) than aloof (11%)

More imaginative (53%) than unimaginative (12%)

More reactive (41%) than pro-active (13%)

More rigid (36%) than adaptable (23%)

More shy (30%) than assertive (19%)

More passive (33%) than aggressive (18%)

More old (21%) than youthful (12%)

While slightly more than half of the respondents described librarians as imaginative, LESS THAN 25% of the respondents described librarians as pro-active, adaptable, assertive, aggressive or youthful.

ANALYSIS OF
QUESTIONNAIRE ON INFORMATION PROFESSIONALS

The questionnaire to the Information Professionals was intended to explore their views of themselves and their opinions about professionals in general. The results are not statistically valid and should be viewed as indicators of opinion. The respondents were self-selected and do not represent a random sample of the population or the membership of participating associations. The survey was an initial investigation to provide the basis for further research and study.

Questionnaires were not pretested and were distributed to members of the Special Libraries Association (SLA), Canadian Library Association (CLA), Medical Library Association (MLA), and the American Association of Law Librarians (AALL) through their newsletters. Distribution responses were:

Association	Distribution	Return	% Return
SLA	12500	2087	16.7
CLA	5000	507	10.1
MLA	5000	600	12.0
AALL	4300	384	8.9

Surveys were sent to a random sample of members of the American Library Association and the American Society for Information Science. The number of returns was not sufficient for tabulation.

FINDINGS

Tabulation of the demographic characteristics of survey respondents are presented in Tables 1-4. Survey results are presented in Tables 5-8 and Charts 1-29. These are in the Appendix, following the Questionnaire.

Respondents, in general, expressed positive views of themselves and satisfaction with their positions. They overwhelmingly agreed or strongly agreed that they have skills that are important to their employers, that they have good decision-making skills, and highly developed interpersonal skills. More than two-thirds of the respondents from each association strongly agreed or agreed that they are suited for executive positions. More than 30% strongly agreed with, "I seek promotion within my organization."

More than 80% of the respondents strongly agreed or agreed with, "My job is challenging" and "I like my position." More than sixty percent strongly agreed or agreed that the profession has enhanced their self-esteem, that their professional expectations have ben met and the profession has enabled them to fulfill their potential. Responses to the statement, "My salary is appropriate to my value to the organization" were less positive, with less than half of the SLA and MLA strongly

agreeing or agreeing and a little more than half of the CLA and AALL respondents strongly agreeing or disagreeing. Over 60% expressed strong agreement or agreement with, "I am satisfied with the perks and fringe benefits afforded my position."

Statements dealing with the way others value the work of library and information professionals produced mixed results. More than 50% of the respondents strongly agreed or agreed with "The work of library/information professionals is valued by society." Twenty-five to thirty-four percent strongly agreed or agreed with "Library/information professionals are highly regarded by their employers" and less than ten percent strongly disagreed.

Responses about library/information professionals, in general, also were positive. About 50% of the respondents disagreed or strongly disagreed that library/information professionals fear change. Between 44% and 53% agreed or strongly agreed that library-information professionals lack confidence. Respondents overwhelmingly agreed or strongly agreed that library/information professionals are creative, innovative and technologically skilled.

SPECIAL STUDIES

IMAGE AND COMPENSATION

THE RELATIONSHIP OF IMAGE TO PAY

Stephen Abram

Many of us would find it hard to deny that librarians, as a whole, are underpaid and undervalued. Until now, what we haven't known is what specifically about our image has had a direct impact on our pay. What are the particular aspects of how the people who determine our pay think about us that affect us directly in the wallet?

"IMAGE OR PAY" or "IMAGE AND PAY"

We needed an evaluative study that would determine whether we should be fighting a "buns and sensible shoes" image or whether we should be attacking very specific erroneous impressions about librarians in the minds of decision-makers. I think the data collected and analyzed by the Image Task Force shows us that our traditional approach to dealing with our perceived image problems has failed. Clearly, we should not be worrying about "buns and sensible shoes" cartoons or "Conan the librarian." When we acknowledge this sort of negative image we reinforce the image in the way saying "Don't think about green hippopotamuses" immediately makes you think about green hippos. Therefore, we must acknowledge that this type of superficial image problem is a non-issue. We need to deal directly with the image problems identified by the surveys and in particular those that impact on our pay packets.

WHO ARE THEY AND WHAT DO THEY THINK?

The respondents to the public survey were a stereotypical profile of an average boss (male, well-off, well-educated, and middle-aged). This is important to note since we were getting the opinion in this survey of people who influence "pay" rather than most past image surveys where the emphasis has been on users and the general public in an opinion poll sense.

Most importantly 53% of the above group of people thought we earned less than $24,000 per year, only 7% thought we earned over $35,000 and no one thought we earned over $45,000. Over 50% of these people had librarians as friends or relatives. Where are these people? We have a definite problem when the vast majority of the well-paid people who influence salaries somehow know through blood or friendship all these underpaid librarians. There are a number of possible reasons for this (the old anybody who works in a library is a librarian, etc.) but since most respondents knew we were highly educated, it does present a paradox. The results give us some clues as to what our specific image problems are with respect to pay and how we should be addressing them.

GOOD NEWS

On the positive side we are perceived by the opinion leader group as providing accurate, timely, reliable, useful, and valuable service. People who produce results described by these adjectives are paid better. Unfortunately, these adjectives describe performance in the job and will not affect the salary range ascribed by the organization to the position. Good performance can have an effect on an individual's pay level in relation to the pay range assigned to their position. It will not have an affect on the pay range ascribed to the position or the evaluation placed on that position reflecting its value to the organization. Specifically, we need to understand that our actual pay is the result of a combination of factors - our own performance, our salary range set by our organization usually through some sort of salary administration system, and market conditions.

This group also perceived us as being people-oriented as opposed to task-oriented. Generally, people-oriented jobs are paid more than task-oriented jobs. Each of these works in our favour with respect to pay systems, but, unfortunately, this is about the only good news in the surveys with respect to pay!

BAD NEWS

Of greater concern were the following results:

- Positions requiring assertiveness to accomplish their key results will be paid more. Only 19% of our sample thought librarians were assertive.

- Positions which require a high degree of adaptability get paid more. Only 23% of our sample saw librarians as adaptable as opposed rigid.

- Jobs which require the incumbents to be proactive as apart of their responsibilities to meet key objectives are paid significantly better. Depressingly, only 13% of our sample thought we were pro-active!

- Career-oriented positions and professions are, broadly, paid more than job-oriented positions. Only 45% of this sample saw us as a career-oriented group. This is a significant concern for female gender dominant professions which we share with nurses, teachers, and medical technicians, etc. The male-dominated power structure still does not place a realistic value on women's career aspirations.

- Lastly, only 3% of the sample ranked financial management skills as important to our jobs and only 9% of the sample felt that technological skills were important to our work. Both of these skills are paid more highly than the service-oriented skills they chose as most important.

LET'S GET OUR OWN HOUSE IN ORDER!

What is more worrisome were the results of the librarian surveys which show that we have significant attitudinal modifications necessary in our own profession.

- Far too many of us (over 50%) perceive that we (our profession and our colleagues) lack confidence.

- Not enough of us (over 30%) "seek" promotion especially at the lowest pay levels.

- Too many of us (over 80%) think we are task-oriented in direct contradiction to what our decision-makers perceive. In reality we're process-oriented which is one of the highest paid levels and the usual image of a "professional."

- Far too many of us think our salaries are appropriate (68%), especially since most of us think we're not highly enough regarded by our employers. Pay is the most tangible measure of the regard in which your employer holds you.

- In addition, at the upper pay levels far too many of us (between 50 and 70% for librarians earning between $30,000 and $80,000 per annum) are satisfied with our perks and benefits. Since this represents up to 25% additional remuneration on top of base pay and with so many benefits calculated as a result of base pay and organization rank - it's not a logical position to take either as an individual or on the association or profession level.

The issue of professional and personal self esteem is dealt with elsewhere in this report, but it bears repeating that we must value ourselves before others will value us.

WHAT SPECIFICALLY CAN WE DO TO ADDRESS THESE PROBLEMS?

There are two areas that must be dealt with in our profession and, through our associations, would seem to be the most appropriate way. The first is on the individual level in that we must each learn and understand the factors within our organizations that feed and support the salary administration system. These areas include job descriptions, job evaluation systems, job titling, and salary surveys. On the association and indeed on the political level we must demand laws which protect the rights of women, and ensure compliance with pay and employment equity legislation. We must support moves toward strengthening these laws and narrowing the gender-gap in salaries and removing the "glass ceilings" which keeps the vast

majority of professional women from achieving all of that which they are capable.

For starters, I will outline below some basic things you, personally, can do to communicate your position more effectively.

JOB DESCRIPTIONS

Over the years my positions have afforded me the opportunity to review a number of librarian's job descriptions. Without a doubt, we need a lot of work in this area. I have yet to see a job description which accurately conveys the nature, scope and value of our jobs in terms that management will understand and reward.

Just a few of the problems evident in our job descriptions (and interestingly enough we often write them ourselves!) are:

- We not only don't use enough action verbs, we often seem to go out of our way to avoid them. Attachment no. 1 to this report is a list of action verbs.

- We don't just occasionally slip into library jargon, we positively wallow in it. If we accept the proposition that this document is communicating to management the nature of the work we do we cannot expect them to understand our peculiar lingo. For example, don't say "reference interview," when non-librarians will better understand that you "negotiate research project limits and criteria." You don't "catalogue books," when they'll better understand that you "organize materials to professional standards."

- Use management words and terminology. While this sounds similar to the recommendation above, what I intend to convey is that every organization has its own culture and style of management and that you should, for example, make sure that your document doesn't sound too academic in a company whose culture is not academic.

- Don't focus on tasks. Focus your job description on end-results. Focusing on tasks will emphasize the irrelevant clerical aspects of any job. Always ask yourself "why" does this job exist and what key end-results must I accomplish to achieve that end.

- Emphasize your contribution to the organization's or unit's primary mission. Have a clear mission for your information center and know the mission of your organization. Mold every activity of your function to support the mission, goals and objectives of your organization.

- o Emphasize your human relations skills and how important they are to accomplishing the end-results required of you. It is important for us to realize that most library jobs require influencing skills in the management of staff, reference interviewing, and negotiating contracts with suppliers. The old stereotype of the librarian who needed simple courtesy and reactive skills in dealing with others is no longer true (if it ever was.) It is important that we attack this stereotype in our job descriptions.

- o Always include your professional activities such as reading the professional literature, attending conferences and meetings, and serving on chapter committees and executives. this will serve to underline the professional nature of the incumbent.

- o Use confident language (e.g. "the incumbent will"not "the incumbent should".)

- o Use the current tense. Important jobs do things (not will do or did.)

JOB EVALUATION SYSTEMS

There are a number of varieties of job evaluation systems. Most large organizations have adopted at least one system to appraise the value of a position (not person) to their organization in relation to other jobs in the same organization. In fact, in a number of jurisdictions, companies are required to do this by law.

There are two primary types of job evaluation systems; qualitative and quantitative. Examples of qualitative systems are "classification" or "ranking" systems. Examples of quantitative systems are ones which use either the factor comparison method or the point-factor method. They may have names like the Hay Plan or Hay System, the Paterson method, the Decision Band Method, the SUNY plan, the Phoenix plan, the Aiken plan, or many, many more. These systems range from being very simple to understand and administer to being very complicated with any number of sophisticated options and benefits.

In general, it is important to understand the method by which your company assigns a worth to your job. Most enlightened organizations spend a great deal of time and money communicating to their employees the fairness and reasonableness of their system.

JOB TITLES

It is undeniable that your job title can set the tone of most of your internal, organizational relationships, and even the perception of the community at large as

to your value to society. While the results of the survey on the topic of job titles is intriguing it is important to realize that many salary administration systems are designed to avoid the influence of job titles. It is perhaps generally accepted cynicism that anyone can get themselves a fancy title but getting the pay to go with it is another story. Also, there is the large body of literature that feels that assigning too much value to a job title discriminates against women (e.g. women are office managers - men are Directors of Administration.)

Despite this I have noticed that a number of library titles in the corporate world seem to have been pulled from the academic or public library setting (head librarian, reference librarian, etc). I feel that the job title should match your corporate or organizational culture in order that it serves a communication function internally. It may be more appropriate to use a title like "Manager, Library" in a corporate setting or "Information Research Officer" in a banking environment. However, the debate over a single, best title or the word **librarian** is distracting and counter-productive. The ultimate, important task of a job title is to communicate your role within your organization in the context of its unique culture and style. Note the title of a librarian at Apple Computer is "Information Evangelist," perfectly suited to its time and place but definitely not for everyone.

SALARY SURVEYS

It is important that we as a profession learn to read and analyze our own salary surveys and make comparisons outside of our profession. We must stop being inward looking on this issue and focus on the whole picture. I will make a number of very specific recommendations with respect to our salary surveys in the recommendation sections of this report.

POLITICAL AND LEGAL ISSUES

On the professional level I encourage all the participating associations on this task force to adopt the American Library Association's model for dealing with any equity and employment equity issues and to enshrine equal pay as a by-law or constitutional amendment for their association. While women ar paid 65%-70% of men's salaries, and while some of this salary gap can be explained through demography, and other statistical measures, recent studies are showing that around 40% of the salary gap could be accountable due to straight systemic discrimination.

RECOMMENDATIONS

1) Salary survey:

On the association level I recommend that we review the SLA triennial salary survey. We should specifically ensure that it:

A) Encompasses total pay concepts and include benefits, bonuses, profit-sharing, perks, etc.
B) Reviews significant personnel policies and especially those of interest to women like maternity leave, child care, promotional and training opportunities, and vacations
C) Creates standard bench-mark jobs in order to facilitate valid comparisons of library jobs between regions, industries and sexes.
D) Compares jobs in our profession to other reasonable professional bench marks outside of librarianship to determine over time that our market is moving at or above the rate of comparable or related disciplines.
E) Move the top. Don't stop at "Library" jobs. Engineers who become CEO don't stop being engineers. CPA's who become presidents don't stop being accountants.

2) Public Relations:

On the association level I recommend that we retain outside public relations counsel and that they:

A) Design a program to target the group of people who influence our pay.
B) Design a program that stresses the true nature of our work and emphasizes:

Librarians are PRO-ACTIVE
Librarians are adaptable and innovative
Librarians are strong, assertive individuals
Librarianship is a desirable career
Librarians can be technological experts in their field
Librarians manage large budgets and assets well

3) Pay and Employment Equity

We should be dealing with pay and employment equity as a profession in along the model used by A.L.A. supported by all library associations.

We should enshrine as a constitutional value of this association the right to equal pay and equity in employment for all people.

4) Annual and Winter Conference Program

Being that the conference program is one of the main activities with which SLA communicates with its membership and until such time as it is no longer necessary (essentially when librarians are paid what they are worth), I recommend that we ensure that the following seminars and/or workshops are integral parts of the annual and winter conference programs:

A) Powerful Job Descriptions
B) Essentials of Corporate Salary Administration
C) Performance Management Systems
D) Understanding Job Evaluation

Although the above recommendations are written in terms of what the Special Libraries Association can do to enhance the profession with respect to the salary issue, I believe they can serve as good advice for all library associations.

ACTION VERBS

ACCUMULATE
ACHIEVE
ACQUIRE
ACTIVATE
ADDRESS
ADMINISTER
ADVISE
ANALYZE
ANTICIPATE
APPOINT
APPRAISE
APPROVE
ARRANGE
ASCERTAIN
ASSESS
ASSIGN
AUDIT
AUTHORIZE
BUDGET
BUILD
CHANGE
CHARGE
COMPUTE
CENTRALIZE
COLLABORATE
COMBINE
COMPLETE
COMPOSE
CONCLUDE
CONDENSE
CONDUCT
CONSULT
CONSUMMATE
CONTACT
CONTROL
CONVERT
COORDINATE
CORRECT
COUNSEL
CREATE
DECENTRALIZE
DECREASE
DEFINE
DEMONSTRATE
DESIGN
DETERMINE
DEVELOP
DEVISE
DICTATE
DIRECT
DISTRIBUTE
DOCUMENT
EDIT
EFFECT
ELIMINATE
EMPLOY
ENFORCE
ENGINEER
ESTABLISH
ESTIMATE
EVALUATE
EXAMINE
EXECUTE
EXPAND
EXPEDITE
EXTRACT
FOLLOW-UP
FORECAST
FORM
FORMULATE
FURNISH
GENERATE
GIVE
GUIDE
HELP
HIRE
IMPLEMENT
IMPROVE
IMPROVISE
INCREASE
INFORM
INITIATE
INSPECT
INSTIGATE
INSTRUCE
INSURE
INTERPRET
INTERVIEW
INTRODUCE
INVESTIGATE
KEEP
LEAD
LIMIT
LIQUIDATE
LOCALIZE
LOCATE
MAINTAIN
MANAGE
MARKET
MINIMIZE
MODERNIZE
MONITOR
MOTIVATE
NEGOTIATE
OBTAIN
OPERATE
ORGANIZE
ORIGINATE
PERFORM
PIONEER
PLAN
PREPARE
PRESENT
PREVENT
PROCESS
PROCURE
PRODUCE
PROGRAM
PROMOTE
PROVE
PROVIDE
PUBLISH
PURCHASE
RECEIVE
RECOMMEND
RECRUIT
REDESIGN
REDUCE
REGULATE
REJECT
RELATE
RENEGOTIATE
REORGANIZE
REPORT
RESEARCH
RESOLVE

SELF-ESTEEM AND IMAGE

REPORT ON SELF-ESTEEM AND IMAGE

Roger Haley

Norman Stevens' provocative article, "Our Image in the 1980s," makes the point that the library profession's concern with its image is an issue that has recurred periodically for a very long time and seems to have been revived most recently in the mid-1980s.[1] SLA's participation in the discussion (as embodied in its Presidential TaskForce on Enhancing the Image of the Librarian and Information Professional) serves, among other things, as a decade-ending confirmation of this point. The issue is presently alive and well.

In pursuing its goal of gathering and interpreting data on the question of our professional image, the Task Force recognized the importance of including some consideration of the aspect of self-esteem. If we accept the parallel between the concern about image (and self-image) in the macrocosm of the library profession, and the perception of one's self in the microcosm of the individual, inclusion of the subject of self-esteem is clearly appropriate. Buy beyond this parallel, it can be argued that the matter of self-esteem underlies any question of professional self-image and is an essential determining factor in the latter.

That self-esteem plays a critical role in personality development has long been acknowledged in the field of psychology; but it is receiving a great deal more attention lately in other areas as well. Indeed, self-esteem is being related in a fundamental way to many of the problems besetting our society, from drug and alcohol abuse to depression, from poverty to unemployment. In education particularly, self-esteem is seen as closely linked to student performance and many programs have been developed to enhance self-esteem in students of all ages. This spring a three-day conference was held in Florida on the theme of "Self-Esteem and Students-at-Risk." A relatively new organization, the California Task Force to Promote Self-Esteem, and Personal and Social Responsibility, sponsors conferences, workshops and programs throughout that State. And in 1986, the National Council for Self-Esteem was founded to support the development of self-esteem throughout the country by means of numerous initiatives. These and other efforts are indicative of a growing popular interest in the subject.

Why is self-esteem seen to be so important? What is it and how does one achieve it? What relationship may it have to the library profession's interest in image? Let's examine these questions.

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[1] Library Trends (Spring 1988): pp. 825-851

Psychologists tell us that there is no value judgment more important than the estimate person forms of himself or herself. In fact, the apparently inherent need of a positive view of one's self is so compelling that human beings will evade or distort their own judgment if necessary to avoid the possible reality of a poor self-image.

> If and to the extent that men lack self-esteem they feel driven to fake it, to create the illusion of self-esteem -- condemning themselves to chronic psychological fraud -- moved by the desperate sense that to face the universe without self-esteem is to stand naked, disarmed, delivered to destruction.[2]

Just how compelling this need can be is epitomized in the Greek myth about Narcissus. Recall:

> There was...a beautiful lad, whose name was Narcissus. His beauty was so great, all the girls who saw him longed to be his, but he would have none of them. He would pass the loveliest carelessly by, no matter how much she tried to make him look at her. Heartbroken maidens were nothing to him...So Narcissus went on his cruel way, a scorner of love. But at last one of those he wounded prayed a prayer and it was answered by the gods: "May he who loves not others love himself." The great goddess Nemesis, which means righteous anger, undertook to bring this about. As Narcissus bent over a clear pool for a drink and saw there his own reflection, on the moment he fell in love with it. "Now I know," he cried, "what others have suffered from me, for I burn with love of my own self -- and yet how can I reach that loveliness I see mirrored in the water? But I cannot leave it. Only death can set me free." And so it happened. He pined away, leaning perpetually over the pool, fixed in one long gaze...They say that when his spirit crossed the river that encircles the world of the dead, it leaned over the boat to catch a final glimpse of itself in the water. The nymphs he had scorned were kind to him in death and sought his body to give it burial, but they could not find it. Where it had lain there was blooming a new and lovely flower, and they called it by his name, Narcissus.[3]

Having once come to know himself, if only as mirrored in his reflection, Narcissus became literally enthralled; his estimate of himself as a beautiful being became so captivating that he could do not other than to gaze upon his image. The

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[2]Branden, Nathaniel. The Psychology of Self-Esteem. Los Angeles: Nash Publishing Corp., 1969, p. 104.

[3]Hamilton, Edith. Mythology. Boston: Little Brown and Co., 1942, pp. 113-115. ,

appeal and power of this story lies in an apparent exaggeration; but it is not necessarily overdone if its point is to underscore this essential human need to perceive oneself as appealing; certainly the personality of Narcissus does not strike us as very attractive, no matter his outward appearance, as he goes "his cruel way" prior to his encounter with himself. The story also makes it clear that this terribly important perception has a significant effect on how a person thinks, feels and acts; in the case of Narcissus, he becomes not only immobilized but for the first time in his life he is empathetic and understanding of others. Self-esteem is a key to behavior.

Whence comes this powerful need? On what is it based? Here the going can get rather heavy for the layman. To oversimplify the matter, consider for a moment that state of awareness of surrounding reality that humans share with many creatures: consciousness. It is an attribute of living organisms at a certain level of development and organization that denotes both an ability or power to be aware of existence, and a state or condition -- the acting of sensing or perceiving. But perhaps alone among creatures, human beings have a distinctive form of consciousness -- the capacity to reason. After all, one of the definitions for man is homo sapiens, "discerning man." The human animal is a rational animal with an ability to operate in a conceptual mode. This means he can form abstractions, ideas, and principles, and he can relate and infer; more importantly, he can, at this level of consciousness, also be aware of his own mental activity. In other words, man is not only conscious of his surrounding, he is also conscious of himself, and therefore able to question the validity of his mental activities and judge them critically -- and reject or accept them, alter or correct them. This capacity for self-awareness and self-evaluation is an omnipresent factor of the human psyche and forms the basis of man's need for self-esteem. Because of our rationality, we humans have a tool for surviving those times when the rational collides with the irrational; and because of this rationality, we humans cannot avoid the question of how we judge ourselves.

Self esteem, then, is the value we attach to this sense of ourselves that results from the imperative of self appraisal. Branden states that there are two interrelated aspects of self-esteem: "it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living."[4] In the first aspect, self-confidence is a trust in and a judgment of one's reason as a reliable tool for facing and dealing effectively with the outer world. In the second aspect, self-respect is a value attached to one's person as being worthy of the benefits resulting from one's actions. These two components of self-esteem are psychologically inseparable: one makes oneself worthy of living by making oneself competent to live. In other words, a person's willingness to embrace the new and the challenging, that which allows him or her to use his or her rational capabilities to their fullest, is a measure

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[4]Branden. The Psychology of Self-Esteem, p. 104.

of self-esteem; the higher the level of self-esteem, the higher the goals and the more demanding the challenges sought. A person of authentic self-esteem will be a person of growth and achievement. Note that achievement results from self-esteem, and does not create it. This is an important point to understand: self-esteem is a personal value that issues from within and is not conferred from without. It is a mistake to think that what one accomplishes is the basis for self-esteem, for then a person permits others to define and determine the value and worth of oneself in what a person does. No, the individual himself must value an achievement in the first place, while the affirmation of others is secondary; otherwise, what happens when the affirmation of others is not forthcoming?

From this consideration flow two implications. First, self-esteem is not something that simply happens. There is no fairy godmother who waves a wand to make us appreciate our own worth. Unlike Narcissus, no sudden sight of our reflection transfixes us permanently with a regard for our own beauty. On the contrary, an individual must work to maintain self-esteem, just as he or she works to achieve it in the first place, and this work is performed over time, gradually, in the choices made day by day. As Goldmund said to another Narcissus: "There is one realization all men of good will share: in the end...we have to start out again, and each time the sacrifice has to be made anew."[5] Furthermore, this process is a lifelong one, since our capacity for growth is practically unlimited and our opportunity for continued learning and discovery neverending. What is life but a struggle to fulfill potential? Self-development and self-esteem go hand in hand.

The second implication is that mature individuals are responsible for themselves -- for their actions and for their own well-being. Those who, for whatever reasons, attempt to make others responsible for their own sense of worth are likely to meet with disappointment. But the person who engages life and chooses to face and to deal with the facts of reality by the power of his or her rational faculty is a person who has accepted the responsibility to live in a human manner, that is, to undertake the process of acquiring the skills and knowledge necessary for independence. The self-esteem of such a person arises from within and is not dependent on what others think of him or her or on how they feel about or behave toward him or her.

What relationships can be made between self-esteem and the library profession's interest in image? Well, first of all, we librarians are, after all, human beings, and it is right and fitting that we wonder what worth to attach to the sense of ourselves as a profession, just as we do as individuals. As we wonder, we need to ask ourselves why we are doing this kind of work and what we are getting out of it. To answer such questions it might be helpful to recall what attracted us to the profession

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[5]Hesse, Herman. Narcissus and Goldmund. New York: Bantam Books, 1971

in the first place, to consider what keeps us in it, or to imagine what would happen if we all quit tomorrow. The point is that we supply the answer, that we define the value of what we do, and that our sense of worth comes from within the profession. For, if we regard ourselves with esteem, we should expect to convey that regard to those outside the profession. To the extent that our clients, our employers, our communities may undervalue the profession, we at least should be convinced of our worth and this conviction will serve as the necessary basis for changing perceptions and enhancing our image.

If, on the other hand, our introspection reveals a lack of respect for ourselves as a profession, we should expect likewise to convey that impression to those without. For example, an individual who, out of low self-esteem, entered librarianship because it appeared safe and undemanding (ha!), should not be surprised to discover that others may regard the profession as insignificant. Then the task will be first to undertake to change and enhance our own self-perceptions and our own appreciation of who we are before we can hope to alter the image others have of us. In this event, we might wish to consider assistance such as that offered by the National Council for Self-Esteem or some similarly oriented organization. Whatever the means, the responsibility will inevitably be ours in the end, and if we fail to meet it, then perhaps we must ask ourselves whether we should stay in the profession.

The matter of self-esteem plays a role, then, in the work of the Task Force on Image, as it takes up the recurring question of how the profession is perceived. The results of the Task Force's work will doubtless contribute to the profession's current inquiry into its image; but whether its work will definitely resolve the matter seems doubtful.

For, to the extent that the unending need and struggle for self-esteem in the individual serves as a mirror for the library profession (or for any profession), then Norman Stevens is correct in stating that our concern with professional image probably cannot be set to rest one and for all, nor should we wish it so to do.

> The issue of our image will persist and will undoubtedly be no closer to resolution in another decade or two than it is now. We will simply have a more extensive body of folklore and literature to deal with. We should certainly hope that will be the case. To lose an issue that for so long has furnished our profession with so much anger, concern, enjoyment and laughter...truly would be a shame.[6]

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[6]Stevens, Library Trends, p. 849

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WINNING STUDENT PAPER

STUDENT ESSAY CRITERIA

Bright International Marketing and the Image Task Force established the following criteria for judging the student essays that were submitted: (1) completeness, (2) correctness, (3) conciseness, (4) clarity, (5) grammatical usage, (6) professional presentation, and (7) originality. An established points system was formulated to select the winner.

A total of 42 papers were received from the following 12 library schools: the University of Wisconsin at Milwaukee; University of Rhode Island; University of Washington; University of Pittsburgh; University of North Carolina at Chapel Hill; University of North Carolina at Greensboro; University of Maryland; University of Kentucky; University of Iowa; University of Western Ontario; Texas Woman's University; and Atlanta University.

John Marcus, a University of Iowa student, was selected the winner.

IMAGE

AND

PROFESSIONALISM

*WINNING STUDENT ESSAY

IMAGE AND PROFESSIONALISM IN LIBRARIANSHIP AND INFORMATION SERVICE

John Marcus

The word "image" is too often mistaken to mean something similar to its descendant, "imaginary." Passionate utilitarians of all professions, regions and ages deny the need to create or maintain an image for themselves on the grounds that such a thing is a contrivance, or a vain self-diversion. This is unfortunate. It should be understood by all professionals, including the vast legion of intellectual (and perhaps intellectually-detached) librarians and information professionals, that one does not avoid the existence of an image. We all have an image whether we create it consciously or not. And although it isn't necessarily dangerous to be unaware of one's own public image, it is preferable - it is professional - to recognize and control it. But before an image can be controlled, it must be defined.

Librarians and information professionals inherit their shared image from history and culture. The lasting stereotypes are mostly negative, as evidenced in films from "It's a Wonderful Life" to "Ghostbusters," and in literature, television, and theater. By and large female, the stereotypes depict librarians as mean, authoritarian matrons, or at the other extreme, as timid, awkward spinsters. Librarians are still seen as "protectors" of books, hence their perceived stature as authoritarians, but they are also historically thought to be studious "bookworms," resulting in the idea that they are more comfortable with books than people. These fallacious caricatures persist not because they are so firmly entrenched in the cultural foundation as to be immovable, but rather because individual librarian and information professionals have neglected to act in unison to eradicate them.

"Individuals" acting "in unison." We must start with our own image. For upon that black and white line drawing of professional stereotype are brushed the individual colors with which we paint our own image. Trivial intricacies of behavior, elements of action or movement, and minute details of appearance help finish off - often as a result of accident or misunderstanding - the final picture. When one is unaware or dismissive of his image, the stereotype is often perpetuated. A user asks for information regarding alcoholism and its effects in the workplace. The information professional, already scanning lists of sources of varying detail in his mind, replies, "Why do you need it?" Thinking only of helping, the librarian has come across to the user as adversarial and authoritarian. The librarian is none the wiser, but in the future the user will think twice about approaching an information

professional for help.

Other common, seemingly harmless details can potentially undermine our public image as professionals. A too-casual appearance, for example, often signals a lack of seriousness which can easily result in professionals being mistaken for support staff. This kind of confusion doesn't exist in most professions, and it shouldn't in ours. The fragility of image cannot be overlooked because of rationality or efficient unsentimentality. We must not allow appearance to perpetuate negative myths. We must not allow communication, the very currency of our profession, to defeat rather than aid us.

Image is essential in the progression of any profession. Each librarian and information professional must use appearance and communication to positively promote a new image of the profession. For the healthy future of librarianship and information service, tools should be borrowed from those professions which have been in perpetual ascent. From the business world, we can appropriate the careful yet stylish mode of dress which translates to professionalism in the cultural parlance. From law, we can borrow the personal, advisory type of professional-client relationship which elevates the status of the service, in the mind of the user. This in turn raises the public profile of the profession and the professional. Finally, from the health sciences we can adapt their special brand of professional public service.

Yes, librarianship has long based many of its goals on the ideals of public service. But the mean matron, the bashful "bookworm" - these are the images still polluting the public mind. Like nurses and doctors we should be known as reliable and available, providing an indispensable service based on serious, specialist training. This is what is true. It is how we should be known.

Each librarian and information professional must act on his own in order that we may collectively raise the plane of our profession. When we present ourselves professionally; when we offer a reliable, unique public service in a manner which exemplifies the traditions of professionalism; when we are "authoritative," not "authoritarian;" then our past public images will fade from the cultural memory. Image improvement is not an empty public relations exercise of <u>control</u> over how our profession is publicly perceived. And as each librarian and information professional takes control over his own very real image, the profession as a whole will demand a deeper and broader public respect that will reflect an image more worthy of our labor.

RECOMMENDATIONS

RECOMMENDATIONS FOR LIBRARIANS/INFORMATION PROFESSIONALS

Image management is a process that can be implemented in numerous segments of one's professional life. From a continuing personal development education to an expanded role internationally, information professionals have options and opportunities to impact their organizations/institutions and society at large.

The Task Force on the Enhancement of the Librarian/Information Professional has targeted ten specific environments and made recommendations accordingly.

RECOMMENDATIONS...

1. SELF-DIRECTED: Project a corporate image.
   1.1. Stand purposefully; sit straight; walk briskly
   1.2. Project competence by organizing your thoughts before you speak.
   1.3. Be decisive by stating a problem in simple, specific, concise language and then offer optional possibilities toward a solution.
   1.4. Show confidence by talking about challenges instead of obstacles.
   1.5. Exemplify excellence in every service contact.

2. DIVISION/UNIT/DEPARTMENT (e.g. colleagues, subordinates and supervisors):

   Project effectiveness (doing the right thing), as well as efficiency (doing things right). Establish, maintain and uphold a high degree of departmental and professional standards.

3. ADMINISTRATION (over the library department):

   Demonstrate how the department contributes to the achievement of the goals and objectives of the organization and its people. Commission marketing research, focus groups or user satisfaction research to determine what you are doing well and what the user wants. Utilize them in your departmental planning.

4. ORGANIZATION:

   Become a project manager over an assignment that has organizational implications. Provide information leadership for your organization. Network with your organization's Public Relations Director and solicit tips on how to promote your department in the organization's house organ on a regular basis.

5. PROFESSIONAL ASSOCIATIONS (library and non-library):

   Develop issue-related roundtable programming to bring the two groups together. Exchange speakers between library associations and between library associations and industry/community-related associations. Develop cooperative projects to address mutual concerns.

6. COMMUNITY

   Target community groups that (1) are important to your organization, and (2) important to your profession. Become an organizational liaison. Give of your

6. COMMUNITY (continued)

time professionally and personally. Use every contact that is made to promote the profession.

7. MEDIA (library and non-library):

Make a friend of a local reporter, e.g. newspaper, radio or television. Feed them story ideas. Give editors an occasional digest with one-paragraph feature ideas. Offer to produce pieces that alert the community to the library and/or its parent organization.

8. STATE:

Institutionalize the observance of a library week or month by asking your governor to issue a proclamation designating such. On the local level, petition the mayor, city manager or county executive to issue such a proclamation. Develop a library leadership academy for the profession in your state.

9. NATIONAL

Serve on high-visibility committees that receive national recognition. Get your name, title and organization's name in print. Network with colleagues to get yourself invited (with all expenses paid) to be a speaker at a national conference...in another state.

10. INTERNATIONAL:

Write an article to submit to a journal published in another country. Get yourself interviewed by the editor of a library newsletter in any country you visit. Take a glossy 8 x 10 picture of yourself for inclusion with the article. Ask that a copy of the article be mailed to you after publication.

PROJECT IMPLEMENTATION

IMPLEMENTATION

The biggest accomplishments were the preparation, distribution and analysis of the Survey and the Questionnaire. That gave us the data necessary to determine how we are perceived by certain segments of society and how librarians regard themselves, their positions, and the profession.

Since the data from the Survey and the Questionnaire indicated that the image of the Librarian/Information Professional needs enhancement, implementation of a plan of action has been attempted and has succeeded in many areas.

Many articles were published in the professional literature, the interest outside the professional journals was mostly centered on librarians who have interesting avocations in addition to their careers. For example, one article featured a law librarian who is also a pilot and a ballerina. Information about her career was well covered along with other interesting facts.

Realizing that librarians talking about librarians might not be the only or best method, we have asked some of SLA's honorary members who have name recognition to prepare articles targeted at certain publications outside the profession such as Harvard Business Review, Forbes etc.

Also, executives of some companies have been asked to do an article about the importance of information and how their company's librarians assist them in maintaining a competitive edge.

Some TV coverage has occurred from the efforts of the Task Force members, Mary Zimmerman, SLA Director of Communications, and from the general membership.

In order to prepare more information professionals to participate in our on-going efforts to enhance our image, an SLA Continuing Education Workshop on Public Speaking was presented during the 1989 Winter Meeting in San Francisco. An extensive article entitled "Scared Speechless" will be published in the July 1990 issue of THE PUBLIC IMAGE. This article will further outline professional tips on how to make powerful presentations.

Due to the enormous interest in this issue, various state and local chapters of major library associations have requested members of the Image Task Force to make presentations. Additionally, many of the annual conferences of these associations have scheduled lectures, panel discussions, and keynote addresses based upon image concepts and image enhancement. The topic continues to attract interest inasmuch as Task Force members have been scheduled up to 18 months in advance to make such presentations.

The image issue is more than a national concern, it's an international one.

Frank Spaulding, one of the Task Force members and SLA's IFLA representative, was invited to give a paper about the "Librarian Image" at the 1989 IFLA Conference in Paris. He included information about the project and some of the results. His paper was one of six selected from approximately one hundred and fifty two, and has been published in the IFLA Journal.

The IFLA Round Table for the management of the Library Association has an ongoing study on the Status and Prestige of Libraries and Information Professionals. SLA has been asked to cooperate in this international program and Dr. David Bender has been asked to serve on the Committee.

Our two year project is coming to a close, but it is the hope of the Task Force that this will be an ongoing issue and concern with the combined memberships of the cooperating information associations.

It is ultimately up to each of us to develop and market ourselves so that our image is a true reflection of our role in our institutions and in society.

We have thus far taken an important step forward toward achieving recognization for our professional status and accomplishments. We have succeeded in raising the consciousness level of those internal and external to the profession.

In closing I would like to quote from a librarian of the future, John Marcus from the University of Iowa, who stated in his winning essay paper "We all have an image whether we create it consciously or not. And although it isn't necessarily dangerous to be unaware of one's public image, it is preferable - it is professional to recognize and control it."

PROJECT EVALUATION

EVALUATION

The Task Force has attempted to do the following:

1. Establish the importance of image to those in the profession.
2. Gather data on how librarians are perceived by six important segments of society and how librarians feel about themselves and their colleagues.
3. The analysis of data obtained from the Survey and Questionnaire to determine if the image needs to be enhanced.
4. Correlation of image to salary.
5. Training any interested members in how to make presentations so that they can speak and educate groups external to the profession.
6. Find out how the students in library schools feel about the importance of image.
7. Explain how the image can be enhanced.
8. Attempt to enhance the image by means of radio, television, newspapers, journals, and speaking engagements.

The Task Force feels that it has accomplished all of these goals. The implementation should be, of course, a continuing effort by all of us.

The Survey and the Librarian/Information Professional Questionnaire have afforded us, for the first time, the data that we needed to ascertain how certain segments of society regarded us and whether our image required enhancement. We also have been able to discern how librarians and information professionals perceive themselves and their colleagues.

The analysis of the Survey indicates that we are appreciated and respected by many. But even those who hold us in high esteem, lack information about the level of education, knowledge, responsibility and capability, required to handle our positions. Those who are sometimes critical of us and don't seem to value our contributions possess even less information about us as professionals.

Stephen Abram's study of the data obtained by the Survey has given us a comparison of image to compensation. Steve points out which specific skills need to be marketed more effectively to management and to our customers if we wish to correct their misconceptions about us.

The realization of the importance of self-esteem has been acknowledged and the thoughts on the enhancement of the image by at least forty-four library/information students have been expressed.

The previous section discussed what has been done to assist us in our efforts to enhance our image. The conclusion is that this project has been productive. It has given us insight into the need for enhancing our image, and what needs to be changed. It is our hope that this project along with the study on the "Value of the Information Professional" will help the entire profession.

APPENDIX

SURVEY INSTRUMENT

SURVEY
ON
LIBRARIANS/INFORMATION PROFESSIONALS

1. Where do you think most people get their ideas about librarians? Check all that apply.

(5) -1 ☐ Family
-2 ☐ Personal experience
-3 ☐ School experience
-4 ☐ TV and movies
-5 ☐ Books/Magazines/Newspapers

2. When did you first form an opinion about librarians?

(6) -1 ☐ Child
-2 ☐ Teenager
-3 ☐ College
-4 ☐ Adult

3. How would you assess your general experiences with librarians?

(7) -1 ☐ Positive
-2 ☐ Negative
-3 ☐ Mixed

4. Do you have a friend or relative who is a librarian?

(8) -1 ☐ Yes
-2 ☐ No

5. Circle the correct adjective and using the scale indicate what best fits your job-related view of librariens.

	very -1	somewhat -2	neither/nor -3	somewhat -4	very -5	
People Oriented	(9) ☐	☐	☐	☐	☐	Task Oriented
Career Oriented	(10) ☐	☐	☐	☐	☐	Job Oriented
Service Oriented	(11) ☐	☐	☐	☐	☐	Money Oriented

Personality related view of librarians.

	very -1	somewhat -2	neither/nor -3	somewhat -4	very -5	
Aggressive	(12) ☐	☐	☐	☐	☐	Passive
Approachable	(13) ☐	☐	☐	☐	☐	Aloof
Imaginative	(14) ☐	☐	☐	☐	☐	Unimaginative
Shy	(15) ☐	☐	☐	☐	☐	Assertive
Rigid	(16) ☐	☐	☐	☐	☐	Adaptable
Responsive	(17) ☐	☐	☐	☐	☐	Unresponsive
Reactive	(18) ☐	☐	☐	☐	☐	Pro-active
Youthful	(19) ☐	☐	☐	☐	☐	Old
Responsible	(20) ☐	☐	☐	☐	☐	Irresponsible
Dedicated	(21) ☐	☐	☐	☐	☐	Unconcerned

6. How much education do you think the typical librarian has?

(22) -1 ☐ High school
-2 ☐ College (BA-BS)
-3 ☐ Masters
-4 ☐ Doctorate

7. How much do you think the average librarian earns annually?

(23) -1 ☐ Under 18,000
-2 ☐ 18,000-24,000
-3 ☐ 25,000-34,999
-4 ☐ 35,000-44,999
-5 ☐ 45,000-59,999
-6 ☐ 60,000-69,999
-7 ☐ 70,000 and over

8. When you need information to whom do you go for assistance?

(24) -1 ☐ Friends/family
-2 ☐ Colleagues
-3 ☐ Your secretary
-4 ☐ Other employees
-5 ☐ Librarians
-6 ☐ Other
(please specify) _____

9. Which of the following types of libraries have you ever used and which have you used in the last 12 months?

	Type of library	Ever used	Used last 12 months	Type of library	Ever used	Used last 12 months
(25)	School	-1 ☐	-2 ☐	Law	-9 ☐	-10 ☐
	Public	-3 ☐	-4 ☐	Medical	-11 ☐	-12 ☐
	College University	-5 ☐	-6 ☐	Other	-13 ☐	-14 ☐
	Business/Corp.	-7 ☐	-8 ☐	(please specify) _____		

10. Why do you use libraries? Check all that apply:

(26) -1 ☐ Business
-2 ☐ Hobby
-3 ☐ Recreation
-4 ☐ Research
-5 ☐ School work
-6 ☐ Other
-7 ☐ Don't use libraries

11. How often do you use a librarian for:

	Most of the time -1	Sometimes -2	Infrequent -3	Never -4
Recommendation of a book video or other items	(28) ☐	☐	☐	☐
Basic information about a subject	(29) ☐	☐	☐	☐
Help in solving a problem	(30) ☐	☐	☐	☐
Identifying the best article or book on a subject	(31) ☐	☐	☐	☐
Providing comprehensive information on a topic to help you in your decision making	(32) ☐	☐	☐	☐
Helping you define and clarify your specific need	(33) ☐	☐	☐	☐
Assisting you in advancing your personal goals and the goals of your organization	(34) ☐	☐	☐	☐
Help for yourself or a family member with school work	(35) ☐	☐	☐	☐

12. Please rate service you receive from librarians.

		Excellent			Unsatisfactory
	-5	-4	-3	-2	-1
Accuracy	(35) ☐	☐	☐	☐	☐
Reliability	(36) ☐	☐	☐	☐	☐
Timeliness	(37) ☐	☐	☐	☐	☐
Usefulness	(38) ☐	☐	☐	☐	☐
Value	(39) ☐	☐	☐	☐	☐

13. Check the three skills you consider most important for the good performance of a librarian.

(40) -1 ☐ Analytical
-2 ☐ Communication
-3 ☐ Financial management
-4 ☐ Interpersonal
-5 ☐ Research
-6 ☐ Subject expertise
-7 ☐ Teaching
-8 ☐ Technological

14. In the following lists of job titles, which do you perceive to command the higher salary. Rank in order from one to eight, one being the highest salary.

(41) -1 ☐ Librarian
-2 ☐ Head Librarian
-3 ☐ Information Scientist
-4 ☐ Manager Technical Information Center
-5 ☐ Director Library Services
-6 ☐ Information Specialist
-7 ☐ Research Librarian
-8 ☐ Manager Information Services

15. Are you

(42) -1 ☐ male -2 ☐ female

16. What is the highest level you have completed

(43) -1 ☐ High school
-2 ☐ College
-3 ☐ Graduate school

17. Please check your age group

(44) -1 ☐ Under 21
-2 ☐ 21-30
-3 ☐ 31-40
-4 ☐ 41-50
-5 ☐ 51-60
-6 ☐ over 60

18. Please check the description below that best describes your occupation

(45) -1 ☐ Community leader/local elected official
-2 ☐ Corporate executive
-3 ☐ Federal legislator
-4 ☐ State/provencial legislator
-5 ☐ Entertainment media writer/director/producer
-6 ☐ Media/news information writer/editor

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19. What was your 1988 household income before taxes

(46)
- ☐ Under 30,000
- ☐ 31,000-49,999
- ☐ 50,000-74,999
- ☐ 75,000-99,999
- ☐ 100,000-149,999
- ☐ 150,000-199,000
- ☐ 200,000 and over

20. What is your business or postal code?

(47)-
(51)

21. How would you describe a librarian?

(52) _____

(53) _____

(54) _____

(55) _____

Thank you for your participation. Please mail in the stamped self addressed envelope to Ms. Carol Greenwald, 688 Forest Ave., Larchmont, N.Y. 10538.

Special Libraries Association

1700 Eighteenth Street, N.W.
Washington, D.C. 20009
202/234-4700

From the office of the President Joe Ann Clifton, Litton Industries, 5500 Canoga Avenue, Woodland Hills, CA 91367
(818) 716-3171

February 15, 1989

Dear Selected Leader:

As we move into the information age, it is important that we, as an international association of librarians and information professionals, seek and understand your perception of us. Attached is a survey that will help us ascertain that.

This survey is being sent to selected leaders in six segments of our society in the United States and Canada; Academia, Corporate Executives, Community Leaders, Government Officials, Media, and the Performing Arts — Writers, Directors and Producers.

Please take a minute to complete the questionnaire and mail it by the 10th of April in the enclosed envelope. Your direct and honest opinion is important.

Thank you for your time and effort. It is most appreciated.

Sincerely,

Joe Ann Clifton
President
Special Libraries
Association

A7 89

SURVEY TABLES

SLA IMAGE SURVEY

DISTRIBUTION	8,000
DELIVERED	7,679
RETURNED	1,844
ANALYZED	1,454
RETURN RATE	23%
ANALYZED	18%

DEMOGRAPHICS OF RESPONDENTS

		PERCENT RETURNED	DISTRIBUTION NUMBER
(1)	CORPORATE EXECUTIVES	29%	2,000
(2)	MEDIA/NEWS INFORMATION WRITERS/EDITORS	27%	2,000
(3)	COMMUNITY LEADERS/LOCAL ELECTED OFFICIALS	26%	500
(4)	ENTERTAINMENT MEDIA WRITERS/DIRECTORS/ PRODUCERS	7%	2,000
(5)	ACADEMIA	3%	500
(6)	FEDERAL AND PROVINCIAL LEGISLATORS	0%	1,000

RESPONDENTS

SEX		AGE GROUP	
MALE	67%	MEAN	45.7
FEMALE	31%	MEDIAN	46.2

HIGHEST LEVEL EDUCATION COMPLETED	
GRADUATE SCHOOL	52%
COLLEGE	39%
HIGH SCHOOL	8%

RESPONDENTS

GROSS INCOME

MEAN	$71,600
MEDIAN	$60,800

LOCATION OF RESPONDENTS

NORTH CENTRAL	23%
NORTH EAST	17%
WEST	17%
CANADIAN	9%
MOUNTAIN	8%
SOUTH	7%

FORMATION OF OPINIONS

ITEM	%
CHILDHOOD	62%
TEENAGER	25%
COLLEGE	8%
ADULT	3%

GENERAL EXPERIENCES WITH LIBRARIANS

(1)	POSITIVE	74%
(2)	MIXED	24%
(3)	NEGATIVE	1%

FRIEND OR RELATION WHO IS LIBRARIAN

(1) NO 50%

(2) YES 49%

JOB-RELATED VIEW OF LIBRARIAN

POSTIVE		NEGATIVE	
PEOPLE ORIENTED	62%	TASK ORIENTED	22%
CAREER ORIENTED	45%	JOB ORIENTED	24%
SERVICE ORIENTED	85%	MONEY ORIENTED	3%

PERSONAL CHARACTERISTICS

PERSONALITY RELATED VIEWS

RANK	RESPONSE
1	DEDICATED
2	RESPONSIBLE
3	RESPONSIVE
4	APPROACHABLE
5	IMAGINATIVE
6	RIGID
7	SHY
8	PASSIVE
9	REACTIVE
10	OLD

ANNUAL SALARIES OF LIBRARIANS

TOTAL 52%

LESS THAN 18,000	10%
18,000 - 24,000	44%
25,000 - 35,000	39%
36,000 - 60,000	7%

WHERE PEOPLE GET THEIR IDEAS ABOUT LIBRARIANS

SCHOOL EXPERIENCE	77%
PERSONAL EXPERIENCES	65%
TV AND MOVIES	24%
FAMILY	22%
BOOKS/MAGAZINES/NEWSPAPERS	8%

SPECIAL LIBRARIANS ASSOCIATION

TYPICAL LIBRARIANS EDUCATION LEVEL

MASTERS	**48%**
BA - BS	**48%**
HIGH SCHOOL	**3%**
DOCTORATE	**0%**

EXPERIENCES WITH LIBRARIANS

WHEN YOU NEED INFORMATION, TO WHOM DO YOU GO FOR ASSISTANCE?

RANK	SOURCE
1	COLLEAGUES
2	LIBRARIANS
3	OTHER EMPLOYEES
4	FAMILY/FRIENDS
5	YOUR SECRETARY
6	OTHERS

WHICH TYPES OF LIBRARIES HAVE YOU USED? INDICATE WHICH IN THE LAST 12 MONTHS.

TYPE	PERCENT USED	LAST 12 MONTHS
PUBLIC LIBRARIES	92%	70%
COLLEGE/ UNIVERSITY	84%	43%
SCHOOL	75%	15%
BUSINESS/CORPORATION	39%	23%
LAW	31%	13%
MEDICAL	18%	5%
OTHER	9%	9%

REASONS FOR USE OF LIBRARIES

HOBBY	70%
RECREATION	43%
BUSINESS	15%
RESEARCH	13%
OTHER	5%
DON'T USE LIBRARIES	9%

WHAT DO YOU USE A LIBRARIAN FOR?

SERVICE	RANK
BASIC INFORMATION	1
HELP IN SOLVING A PROBLEM	2
IDENTIFYING THE BEST BOOK OR ARTICLE ON A SUBJECT	3
PROVIDING COMPREHENSIVE INFORMATION	4
HELPING YOU DEFINE AND CLARIFY YOUR SPECIFIC NEED	5
LESS FREQUENTLY	
ASSISTANCE IN ADVANCING PERSONAL GOALS AND THE GOALS OF THE ORGANIZATION	6
RARELY	
RECOMMENDATION OF A VIDEO OR OTHER MISCELLANEOUS ITEM	7

CHECK THE THREE SKILLS MOST IMPORTANT FOR GOOD PERFORMANCE

SKILL	RANK	%
COMMUNICATION	1	83
RESEARCH	2	63
INTERPERSONAL	3	51
SUBJECT EXPERTISE	4	50
ANALYTICAL	5	27
TEACHING	6	9
TECHNOLOGICAL	7	9
FINANCIAL	8	3

PERCEPTION OF THE JOB

WHICH JOB TITLES COMMAND HIGHER SALARY RANK?

TITLE	RANK
DIRECTOR, LIBRARY SERVICES	1
MANAGER, INFORMATION SERVICES	2
HEAD LIBRARIAN	3
MANAGER, TECHNICAL INFORMATION CENTER	4
INFORMATION SCIENTIST	5
LIBRARIAN	6
RESEARCH LIBRARIAN	7
INFORMATION SPECIALIST	8

RATING OF SERVICE FOR LIBRARIANS

		RANK	%
A.	RELIABILITY	1	83%
B.	ACCURACY	2	82%
C.	VALUE	3	74%
D.	TIMELINESS	4	71%
E.	USEFULNESS	5	62%

... BUT WHAT DO THEY REALLY SAY ABOUT LIBRARIANS?

SURVEY QUESTION #21 - OPEN END

HOW WOULD YOU DESCRIBE A LIBRARIAN?

"My best remembered teacher was a librarian."

"Book worm."

"Silence is golden!"

"Easy to work with, values people, good academic background and well organized."

"My wife has an MLS, so I'm somewhat biased. Too bad most people still have the 'Marion, the Librarian' image in their minds...so I applaud you doing this survey."

"No two librarians are the same. Some are warm, friendly, courteous. Some are quite the opposite. I think the sign 'SILENCE' in a library emphasizes rigidity rather than being adaptive and approachable."

"A dedicated professional who takes a road less traveled."

"My experiences with the reference librarians at our government library is extremely positive. Public librarians seem more rigid, introverted and inaccessible."

"Under appreciated. Service dedication similar to a registered nurse. God bless librarians. And I'm not a librarian, nor are any of my friends."

"Some are sincerely interested in helping; while others are belligerent, and resentful of being bothered."

"My wife is one and she's underpaid and under respected."

"A person who loves books and words, looking for a stable income and non-stressful work."

"Quiet. Dull. Elites."

"They should loosen up a bit. After all, librarians have feelings but one would rarely know it."

"Information specialists whose goals are to serve the users by providing a variety of data for many different user groups. The library is a good learning experience for children, since that is the place most of us develop our attitudes about librarians

from the Military library at Warren AFB."

"Hair in a bun with glasses dangling from neck on a silver chain."

"A bright but somewhat introverted person who likes contact with books, facts and figures rather than with people. Values security and routine. Is not aggressive or a risk taker."

"A friendly, helpful person with a love of books and words and someone who's eager to share that love with patrons. P.S. I'm a radio news director and trustee of the local community library...so I may be a bit prejudiced."

"Library/Information Science Schools should emphasize communication skills."

"Not likely to lose a stamped, self-addressed envelope."

QUESTIONNAIRE INSTRUMENT

Questionnaire on the Image of the Professional

The Special Libraries Association Presidential Task Force on the Enhancement of the Image of the Librarian/Information Professional needs your input. One of the objectives of the Task Force is to obtain data related to the dynamics of image from members of the profession.

Please complete this questionnaire within two weeks of receipt of this publication. When you have completed all questions, fold survey so that the address appears on the outside, staple, stamp, and mail.

Thank you for your help. Results will be published in the summer of 1989.

1. Age:

- ☐ a. Under 30
- ☐ b. 30–39
- ☐ c. 40–49
- ☐ d. 50–59
- ☐ e. 60 and Over

2. Sex:

- ☐ a. Male
- ☐ b. Female

3. Education:

- ☐ a. No degree in librarianship/information science
- ☐ b. Bachelor's in librarianship/information science
- ☐ c. Master's in librarianship/information science
- ☐ e. Other (please specify)_____

4. Years in the Profession:

- ☐ a. 1–5
- ☐ b. 6–10
- ☐ c. 11–15
- ☐ d. 16–20
- ☐ e. 21 or more

5. Annual Salary:

- ☐ a. Under $20,000
- ☐ b. $20–29,999
- ☐ c. $30–39,999
- ☐ d. $40–49,999
- ☐ e. $50–59,999
- ☐ f. $60,000 or more

6. Current Job Title:_____

continued

7. Where Employed:

- ☐ a. School
- ☐ b. Public Library
- ☐ c. College or University
- ☐ d. Hospital or Clinic
- ☐ e. Corporation
- ☐ f. Government
- ☐ g. Other (please specify)_____

8. Size of Staff in Library or Department:

- ☐ a. 1–3
- ☐ b. 4–10
- ☐ c. 11–15
- ☐ d. 16–20
- ☐ e. 21–40
- ☐ f. 41 or more

9. To Whom Do You Report? (please specify job title only)_____

10. To Whom Does Your Boss Report? (please specify job title only)_____

Please circle the number which most accurately reflects your opinion of the following statements.

	Strongly Agree		Don't Know		Strongly Disagree
11. I have skills that are important to my employer.	1	2	3	4	5
12. The work of library/information professionals is valued by society.	1	2	3	4	5
13. Library/information professionals lack confidence.	1	2	3	4	5
14. I have good decision-making skills.	1	2	3	4	5
15. I am well suited for an executive position.	1	2	3	4	5
16. I keep up with new developments in my profession.	1	2	3	4	5
17. I seek promotion within my organization.	1	2	3	4	5
18. My interpersonal skills are highly developed.	1	2	3	4	5
19. My salary is appropriate to my value to the organization.	1	2	3	4	5
20. Library/information professionals fear change.	1	2	3	4	5
21. Library/information professionals are creative.	1	2	3	4	5
22. Library/information professionals are task oriented.	1	2	3	4	5
23. My professional colleagues lack self-esteem.	1	2	3	4	5
24. Library/information professionals dress for success.	1	2	3	4	5
25. Library/information professionals are highly regarded by their employers.	1	2	3	4	5
26. Library/information professionals are innovative.	1	2	3	4	5
27. Library/information professionals are technologically skilled.	1	2	3	4	5
28. My employers provide funds for professional travel.	1	2	3	4	5

continued

	Strongly Agree		Don't Know		Strongly Disagree
29. I am satisfied with the perks and fringe benefits afforded my position.	1	2	3	4	5
30. My behavior is professional.	1	2	3	4	5
31. My appearance is professional.	1	2	3	4	5
32. My job is challenging.	1	2	3	4	5
33. Library/information professionals are leaders.	1	2	3	4	5
34. I am actively involved in professional organizations.	1	2	3	4	5
35. I like my position.	1	2	3	4	5
36. My professional expectations have been met.	1	2	3	4	5
37. My profession has enabled me to realize and fulfill my potential.	1	2	3	4	5
38. My profession has enhanced my self-esteem.	1	2	3	4	5
39. My professional colleagues do not give the profession a positive image.	1	2	3	4	5

Please respond to the following statement and answer the following questions (attaching an extra sheet if necessary).

40. The image of the profession needs to be enhanced.

41. How can you improve the public image of the library/information professional?

42. How can you improve your own professional image?

Thank you for your input.

Fold here and staple

From _____

_____

_____

_____

ALA

Place
Stamp
Here

Miriam A. Drake
Dean/Director of Libraries
Georgia Institute of Technology
Atlanta, GA 30332–0900

QUESTIONNAIRE DATA/CHARTS

TABLE 1

SURVEY RESPONSE - SPECIAL LIBRARIES ASSOCIATION

Variable	No.	%
Age		
Under 30	139	6.66
30 - 39	834	39.96
40 - 49	676	32.39
50 - 59	322	15.43
Over 60	115	5.51
Blank	1	0.05
Total	2087	100.00
Sex		
Male	305	14.61
Female	1773	84.95
Blank	9	0.43
Total	2087	100.00
Years in profession		
1 - 5	381	18.26
6 - 10	498	23.86
11 - 15	550	26.35
16 - 20	348	16.67
20 or more	309	14.81
Blank	1	0.05
Total	2087	100.00
Annual Salary		
Under $20,000	85	4.07
$20 - 29,000	605	28.99
$30 - 39,000	777	37.23
$40 - 40,000	378	18.11
$50 50,000	142	6.80
$60,000 or more	96	4.60
Blank	4	0.19
Total	2087	100.00
Where Employed		
School	9	0.43
Public Library	50	2.40
College or Univ.	351	16.82
Hospital or clinic	80	3.83
Corporation	889	42.60
Government	242	11.60
Other	466	22.33
Blank	0	0.00
Total	2087	100.00

TABLE 2

SURVEY RESPONSE - CANADIAN LIBRARY ASSOCIATION

Variable	No.	%
Age		
Under 30	31	6.11
30 - 39	195	38.46
40 - 49	186	36.69
50 - 59	76	14.99
Over 60	21	4.14
Blank	0	0.00
Total	509	100.39
Sex		
Male	110	21.70
Female	397	78.30
Blank	0	0.00
Total	507	100.00
Years in profession		
1 - 5	101	19.92
6 - 10	106	20.91
11 - 15	116	22.88
16 - 20	93	18.34
20 or more	91	17.95
Blank	0	0.00
Total	507	100.00
Annual Salary		
Under $20,000	18	3.55
$20 - 29,000	64	12.62
$30 - 39,000	175	34.52
$40 - 40,000	130	25.64
$50 50,000	63	12.43
$60,000 or more	53	10.45
Blank	4	0.79
Total	507	100.00
Where Employed		
School	24	4.73
Public Library	116	22.88
College or Univ.	156	30.77
Hospital or clinic	5	0.99
Corporation	43	8.48
Government	80	15.78
Other	82	16.17
Blank	1	0.20
Total	507	100.00

TABLE 5

SURVEY RESPONSE - MEDICAL LIBRARY ASSOCIATION

Variable	No.	%
Age		
Under 30	25	4.17
30 - 39	224	37.33
40 - 49	205	34.17
50 - 59	110	18.33
Over 60	35	5.83
Blank	1	0.17
Total	600	100.00
Sex		
Male	64	10.67
Female	535	89.17
Blank	1	0.17
Total	600	100.00
Years in profession		
1 - 5	78	13.00
6 - 10	149	24.83
11 - 15	173	28.83
16 - 20	133	22.17
20 or more	65	10.83
Blank	2	0.33
Total	600	100.00
Annual Salary		
Under $20,000	48	8.00
$20 - 29,000	254	42.33
$30 - 39,000	208	34.67
$40 - 40,000	55	9.17
$50 50,000	17	2.83
$60,000 or more	16	2.67
Blank	2	0.33
Total	600	100.00
Where Employed		
School	4	0.67
Public Library	3	0.50
College or Univ.	159	26.50
Hospital or clinic	326	54.33
Corporation	19	3.17
Government	27	4.50
Other	60	10.00
Blank	2	0.33
Total	600	100.00

121

TABLE 7

SURVEY RESPONSE - AMERICAN ASSOCIATION OF LAW LIBRARIANS

Variable	No.	%
Age		
Under 30	37	9.64
30 - 39	201	52.34
40 - 49	113	29.43
50 - 59	26	6.77
Over 60	7	1.82
Blank	0	0.00
Total	384	100.00
Sex		
Male	59	15.36
Female	320	83.33
Blank	5	1.30
Total	384	100.00
Years in profession		
1 - 5	98	25.52
6 - 10	105	27.34
11 - 15	105	27.34
16 - 20	55	14.32
20 or more	20	5.21
Blank	1	0.26
Total	384	100.00
Annual Salary		
Under $20,000	26	6.77
$20 - 29,000	112	29.17
$30 - 39,000	135	35.16
$40 - 40,000	59	15.36
$50 50,000	26	6.77
$60,000 or more	24	6.25
Blank	2	0.52
Total	384	100.00
Where Employed		
School	19	4.95
Public Library	2	0.52
College or Univ.	97	25.26
Hospital or clinic	0	0.00
Corporation	26	6.77
Government	64	16.67
Other	176	45.83
Blank	0	0.00
Total	384	100.00

CHART 1

11. I have skills that are important to my employer.

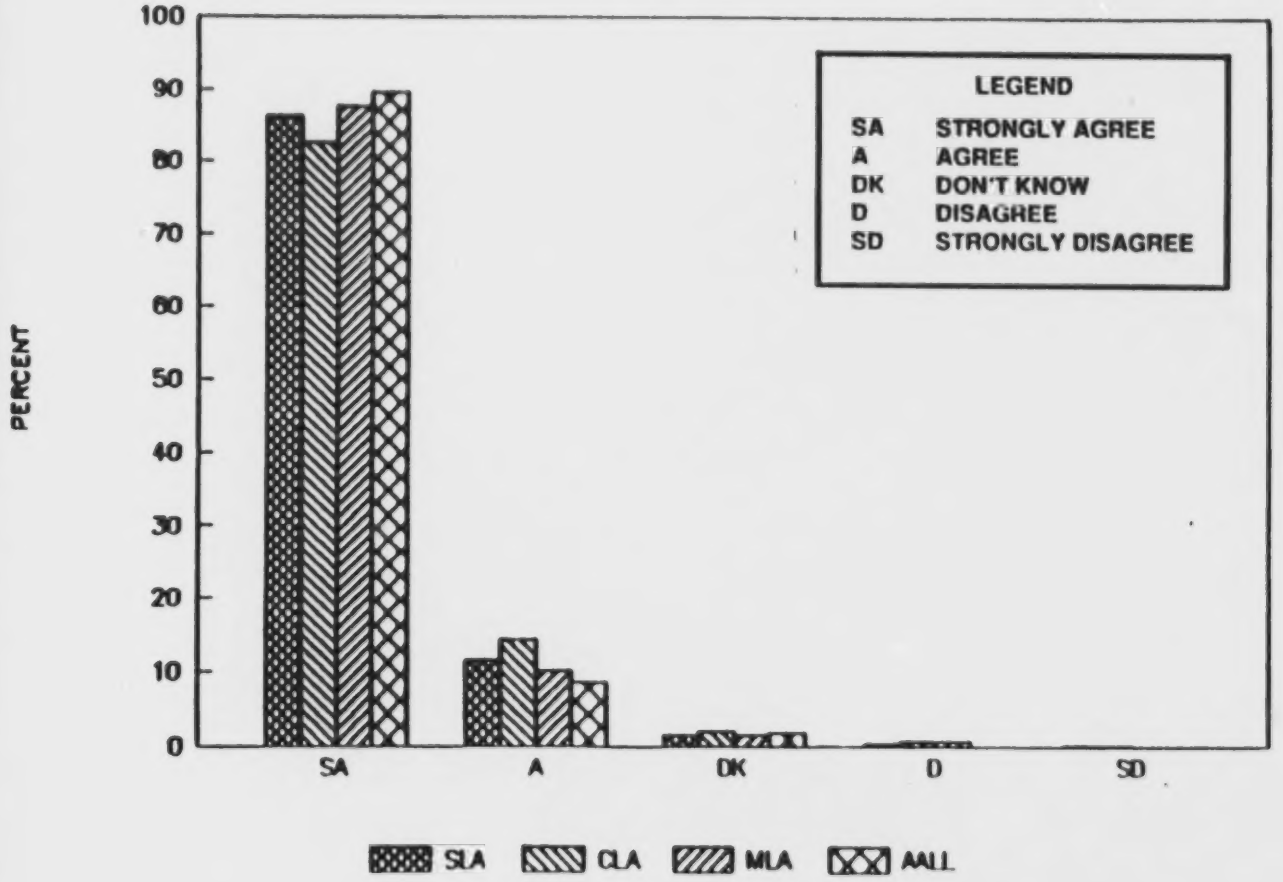


CHART 2

12. The work of library/information professionals is valued by society.

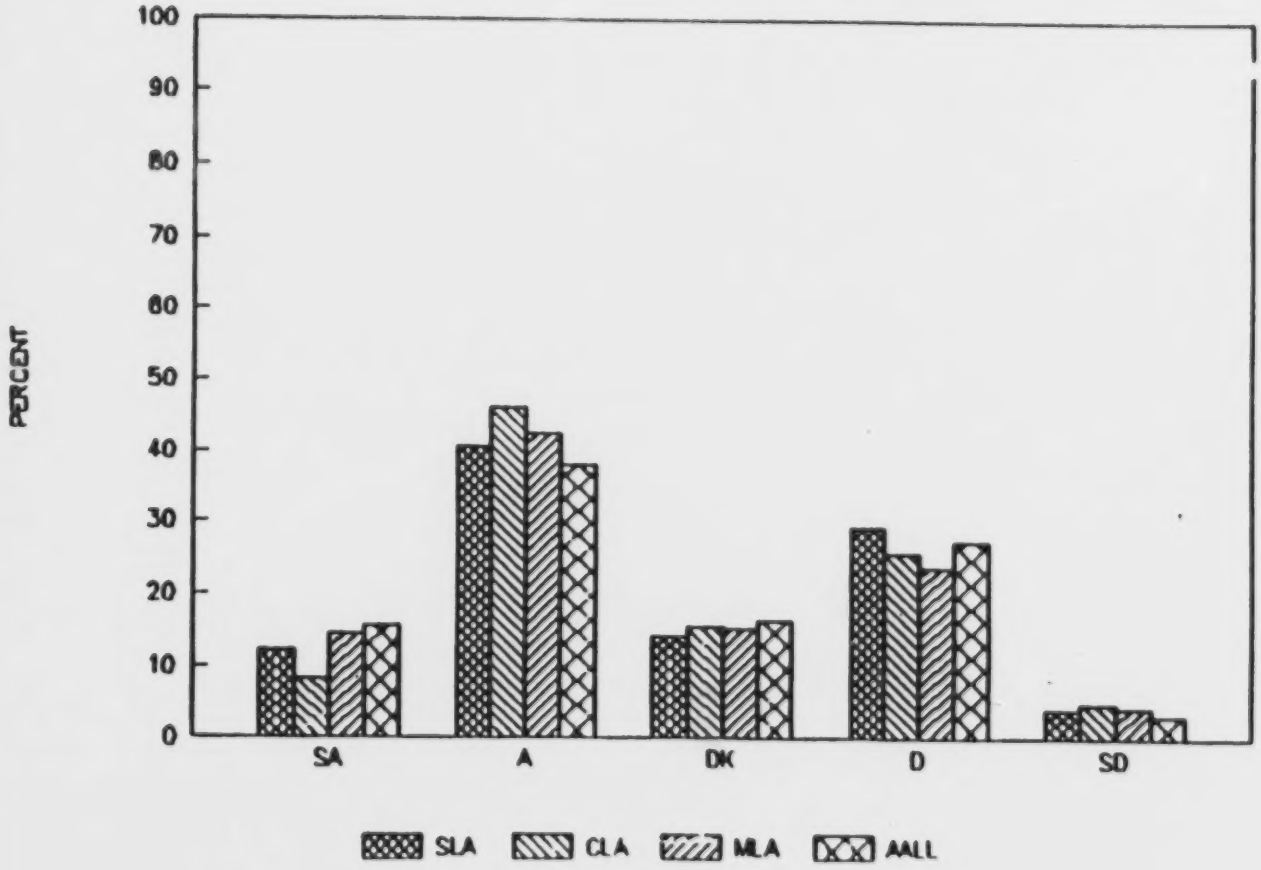


CHART 3

13. Library/information professionals lack confidence

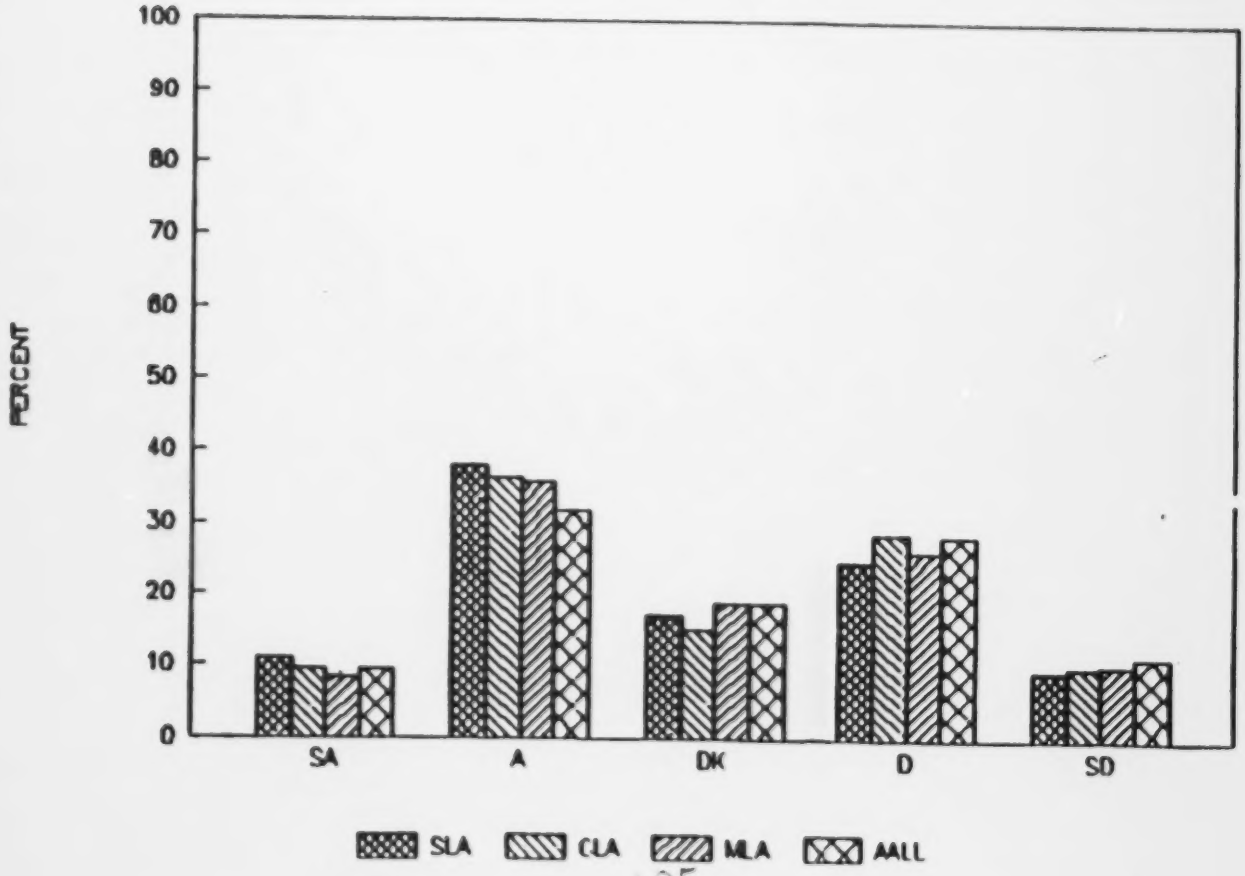


CHART 4

14. I have good decision-making skills.

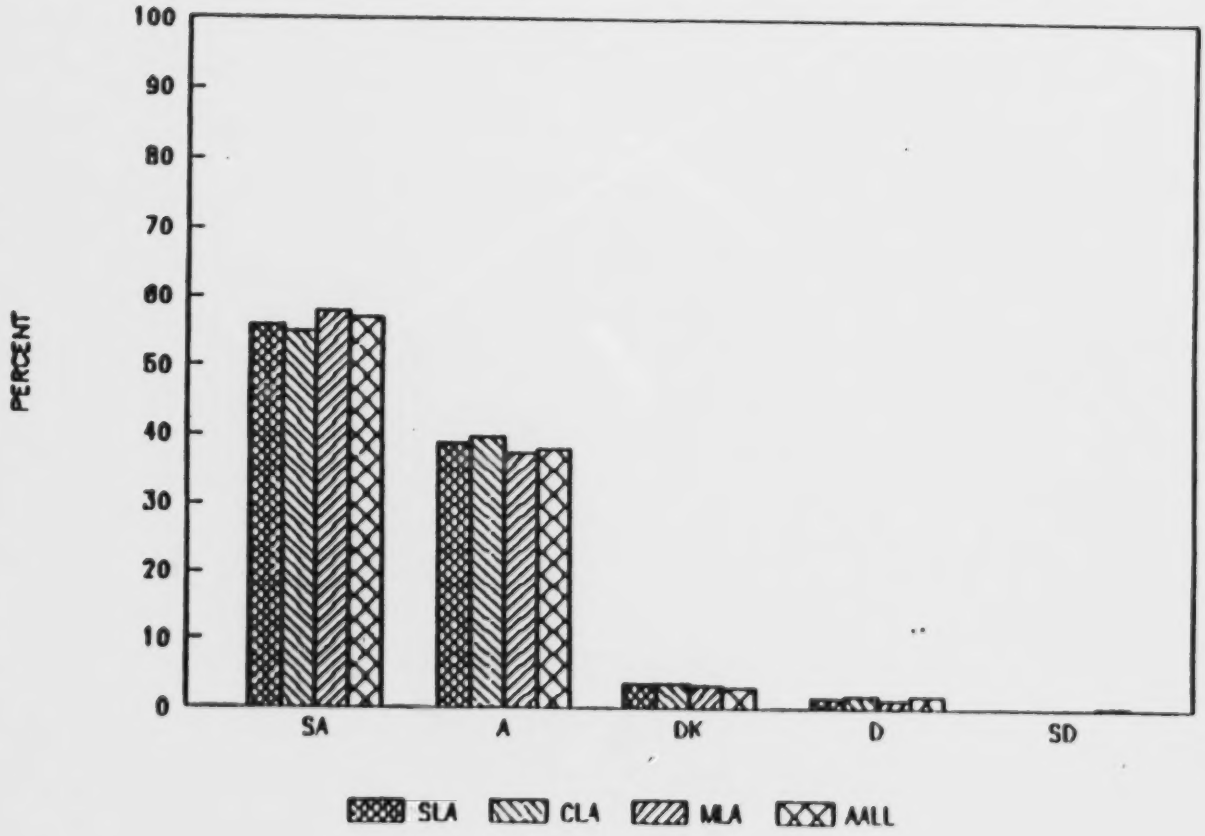
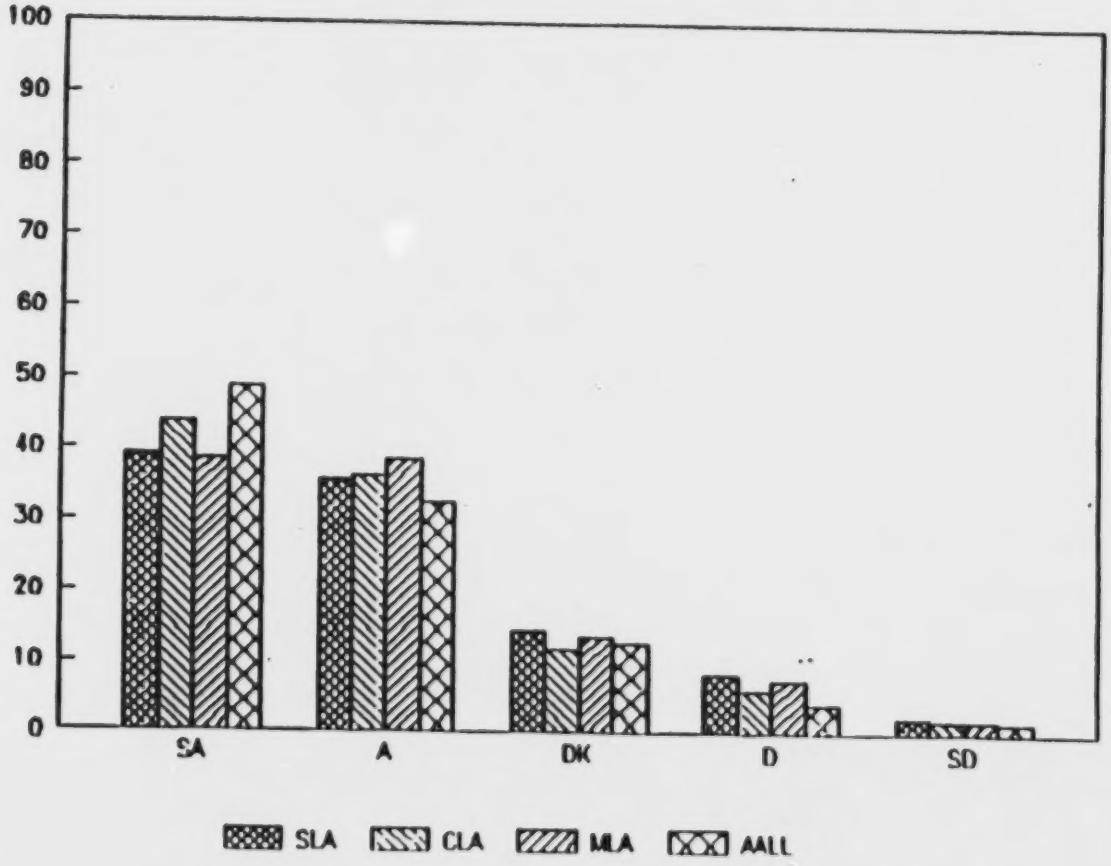


CHART 5

15. I am well suited for an executive position.



A45

CHART 6

16. I keep up with new developments in my profession.

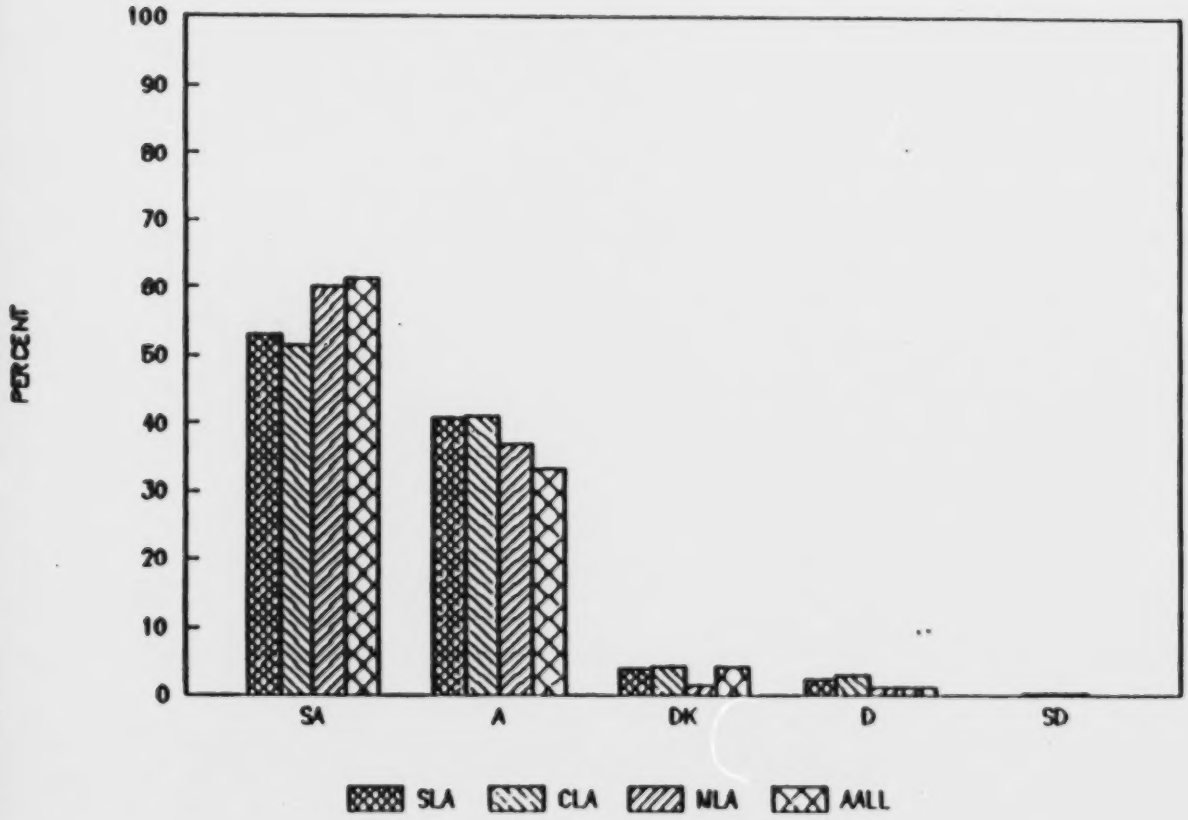


CHART 7

17. I seek promotion within my organization.

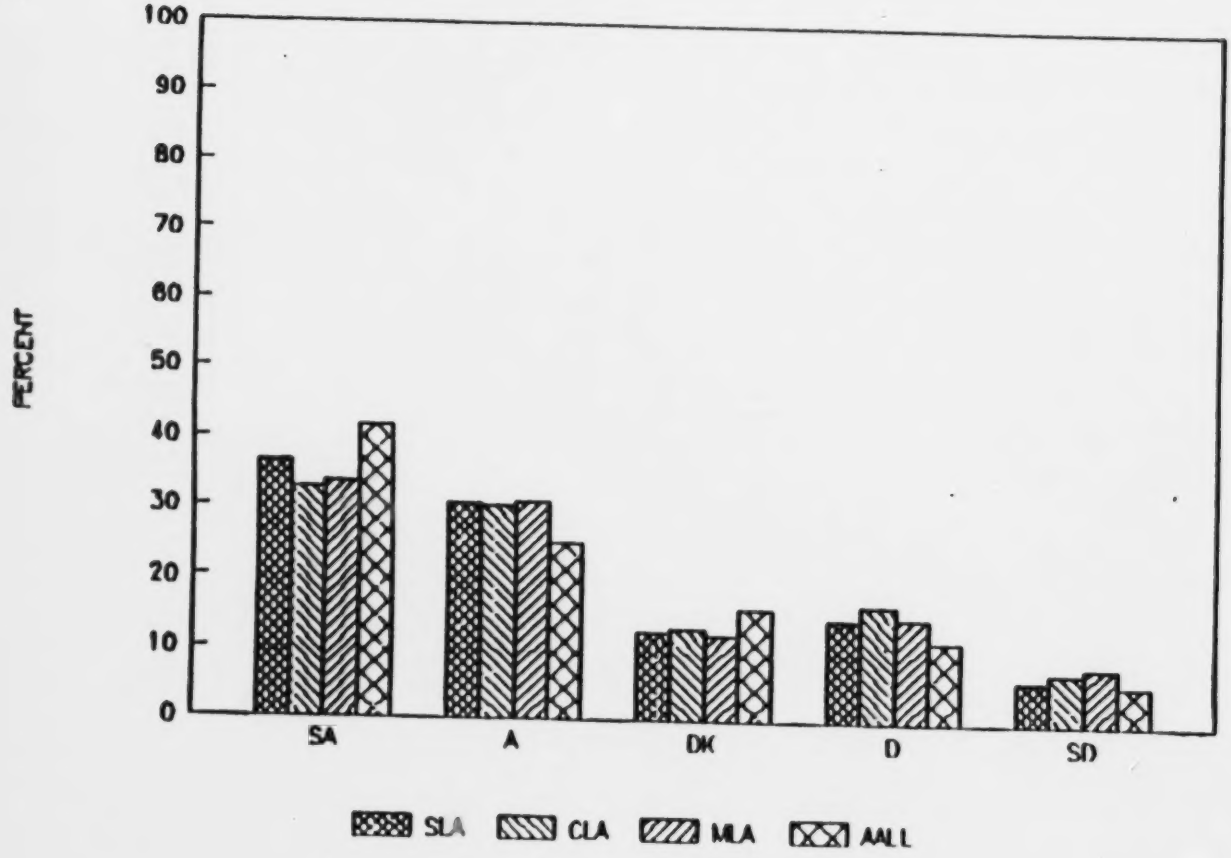


CHART 8

18. My interpersonal skills are highly developed.

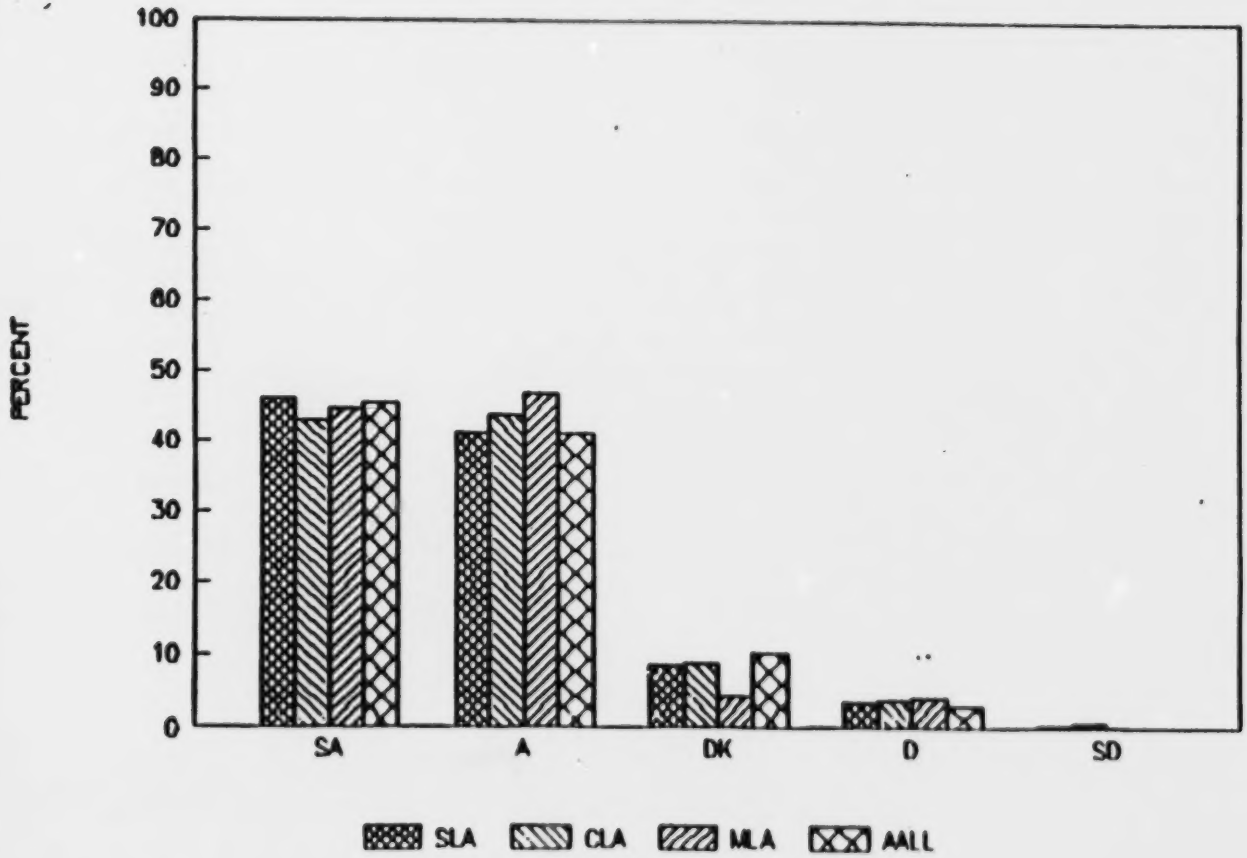


CHART 9

10. My salary is appropriate to my value to the organization.

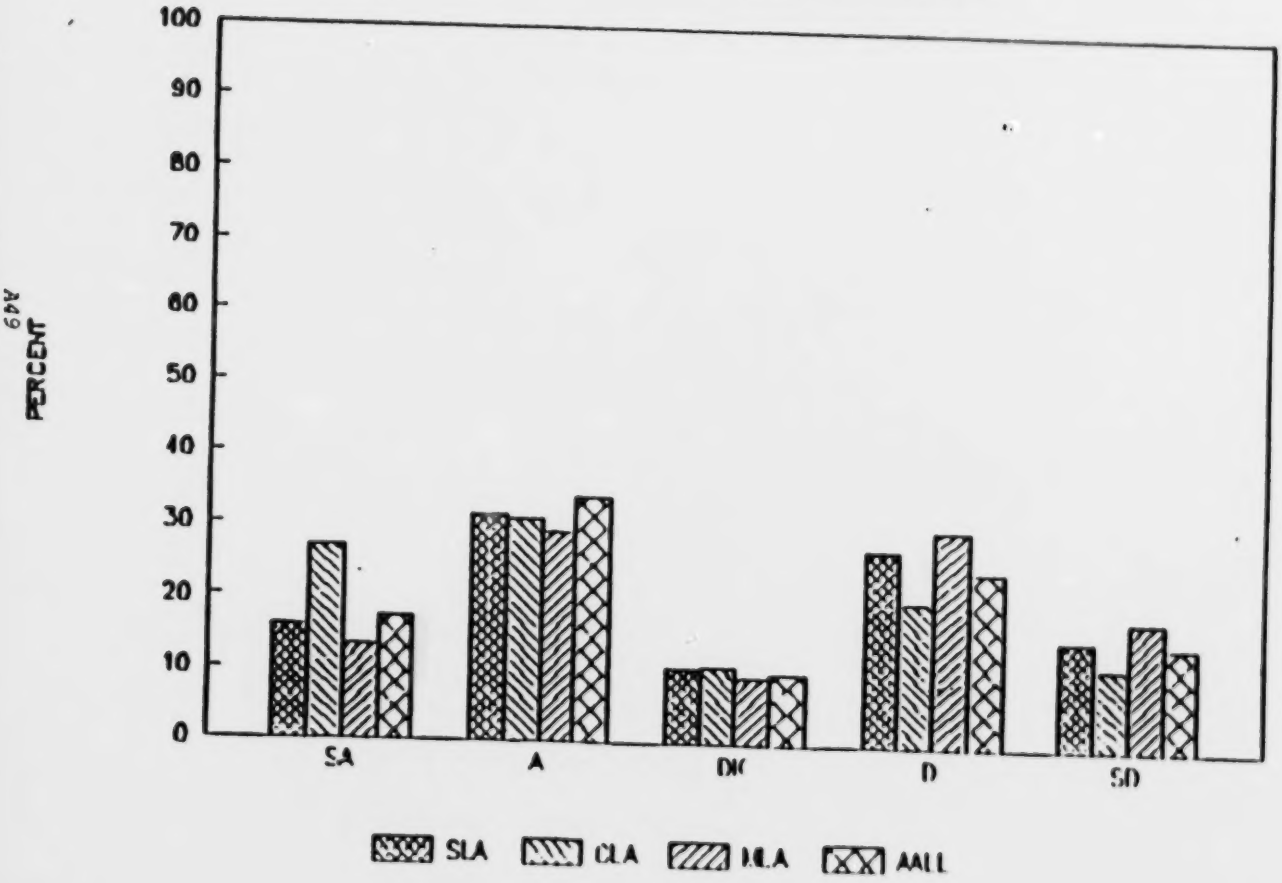


CHART 10

20. Library/information professionals fear change.

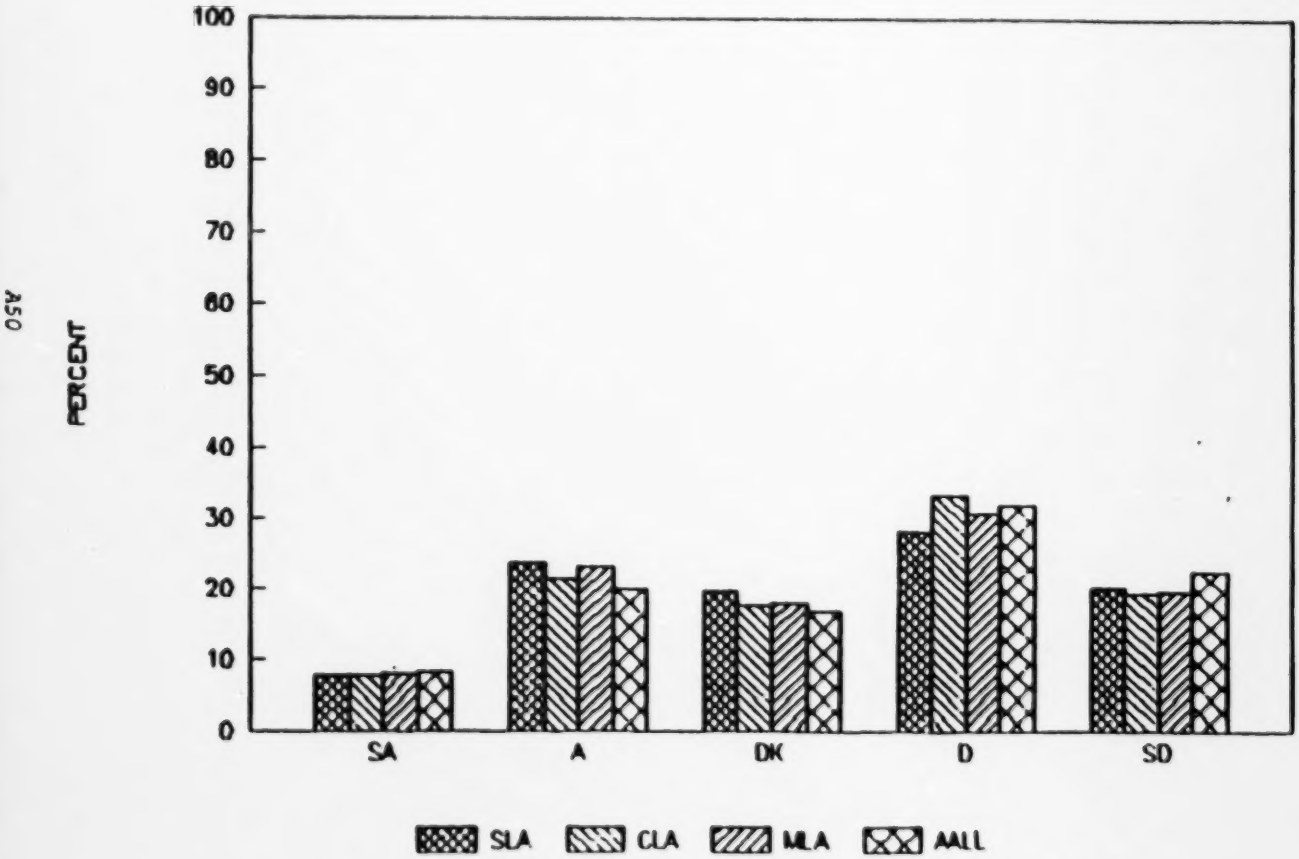


CHART 11

21. Library/information professionals are creative.

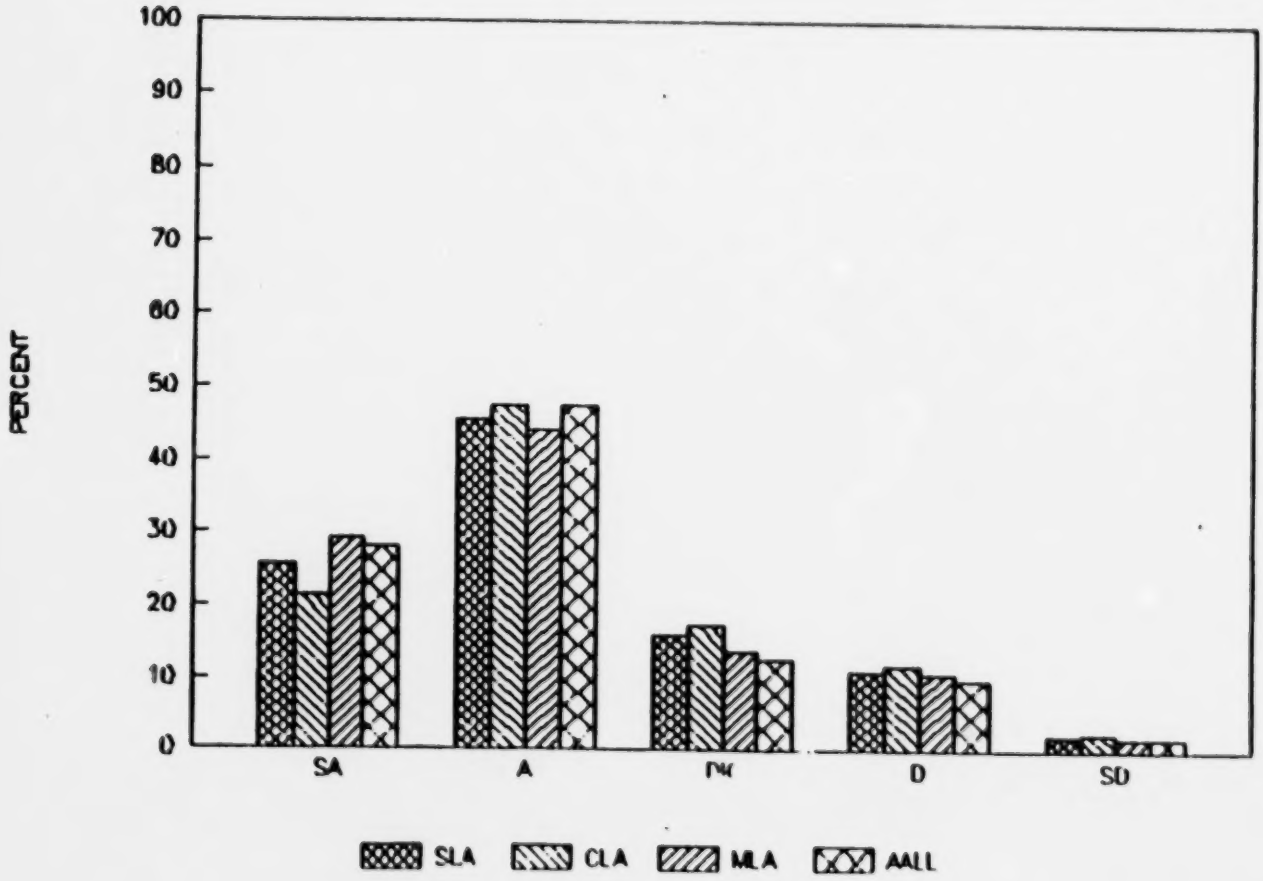


CHART 12

22. Library/Information professionals are task oriented.

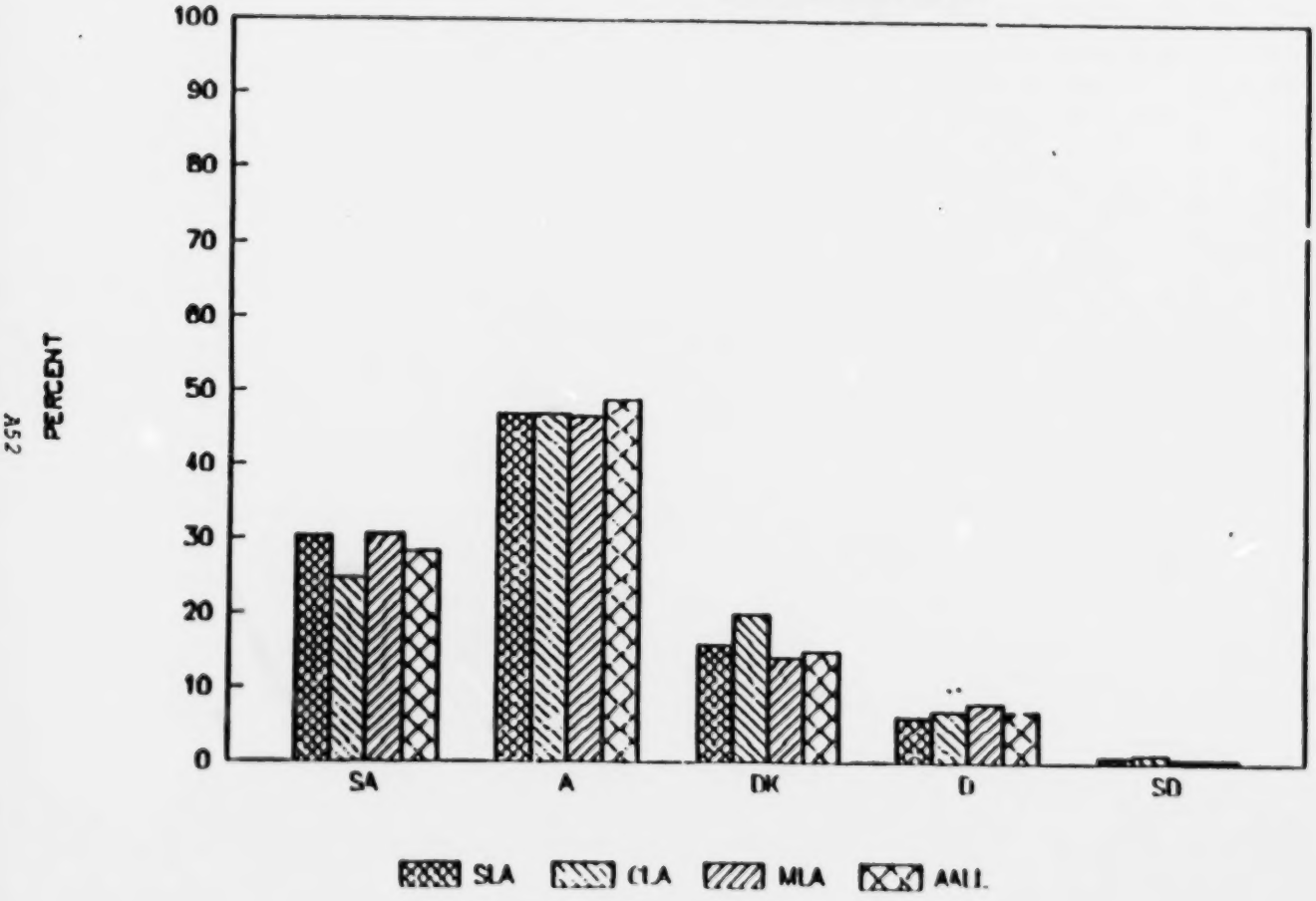


CHART 13

23. My professional colleagues lack self-esteem.

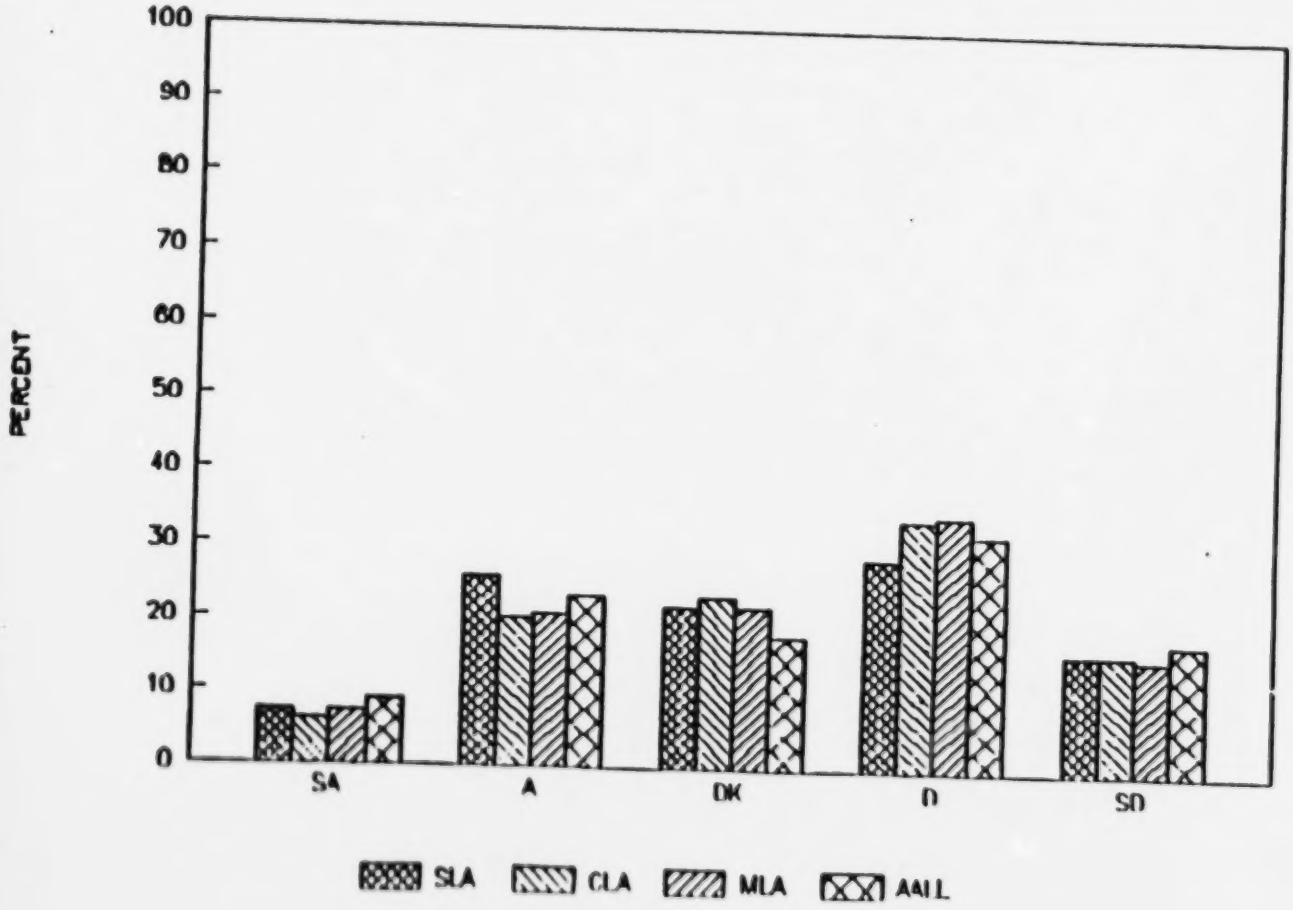


CHART 14

24. Library/information professionals dress for success.

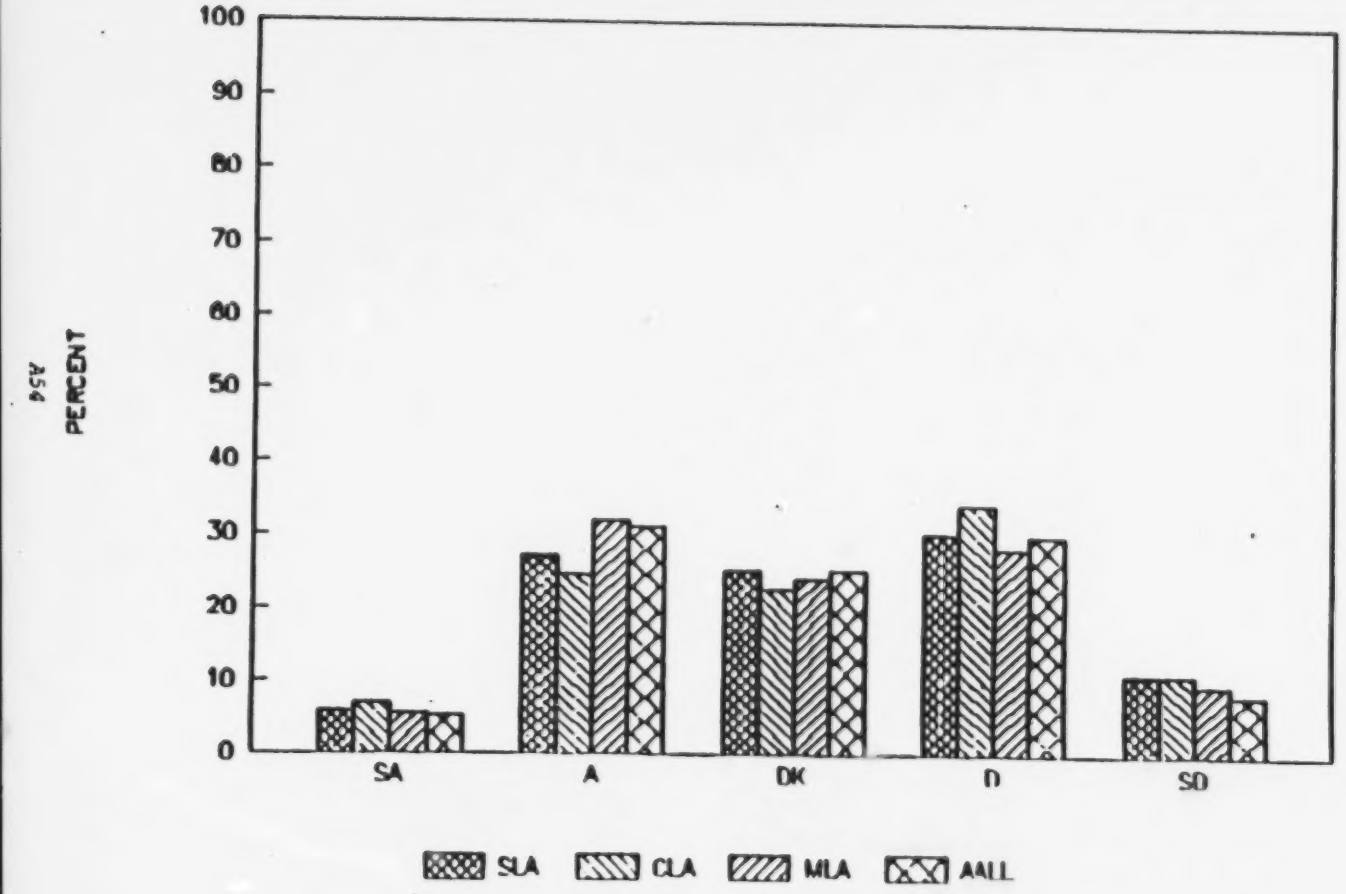


CHART 15

25. Library/information professionals are highly regarded by their employers.

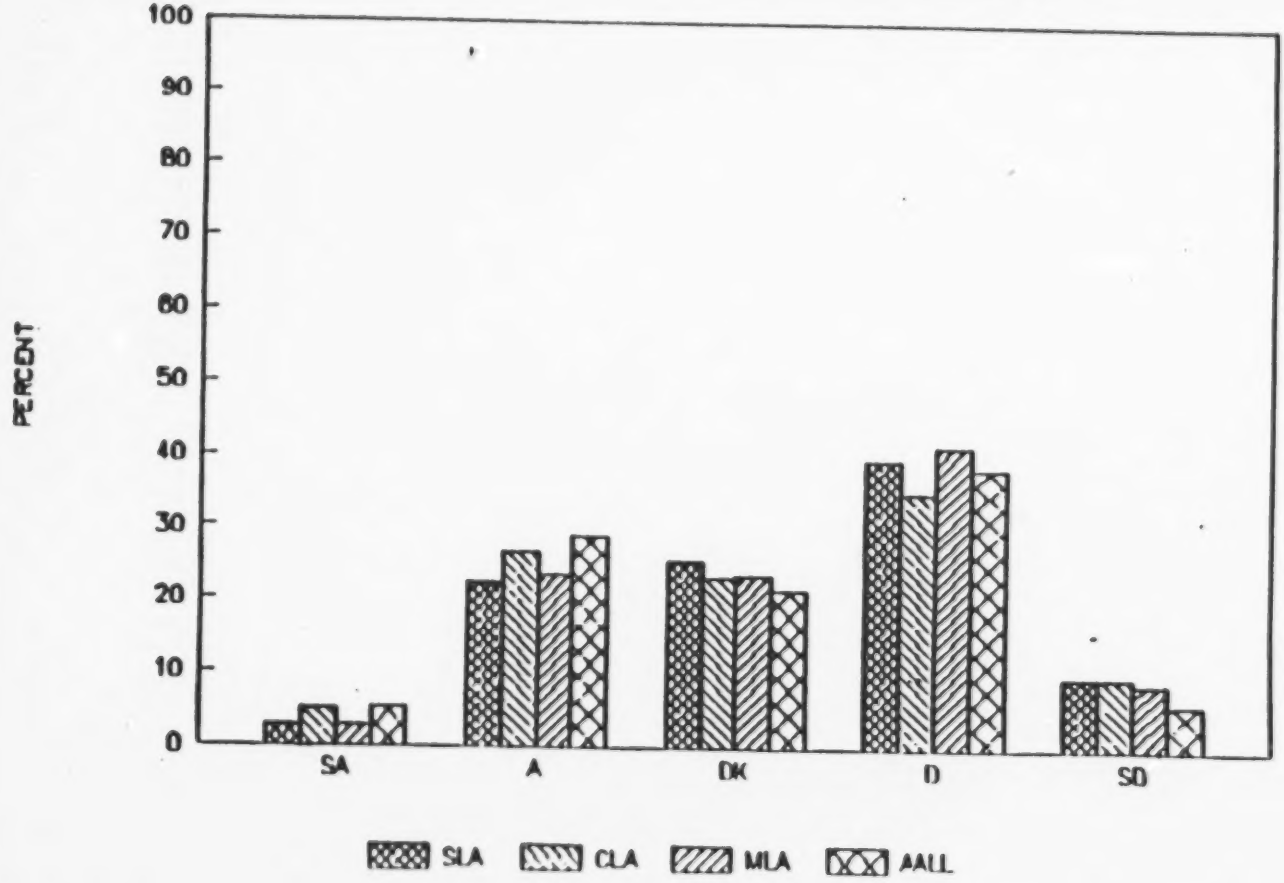


CHART 16

26. Library/information professionals are innovative.

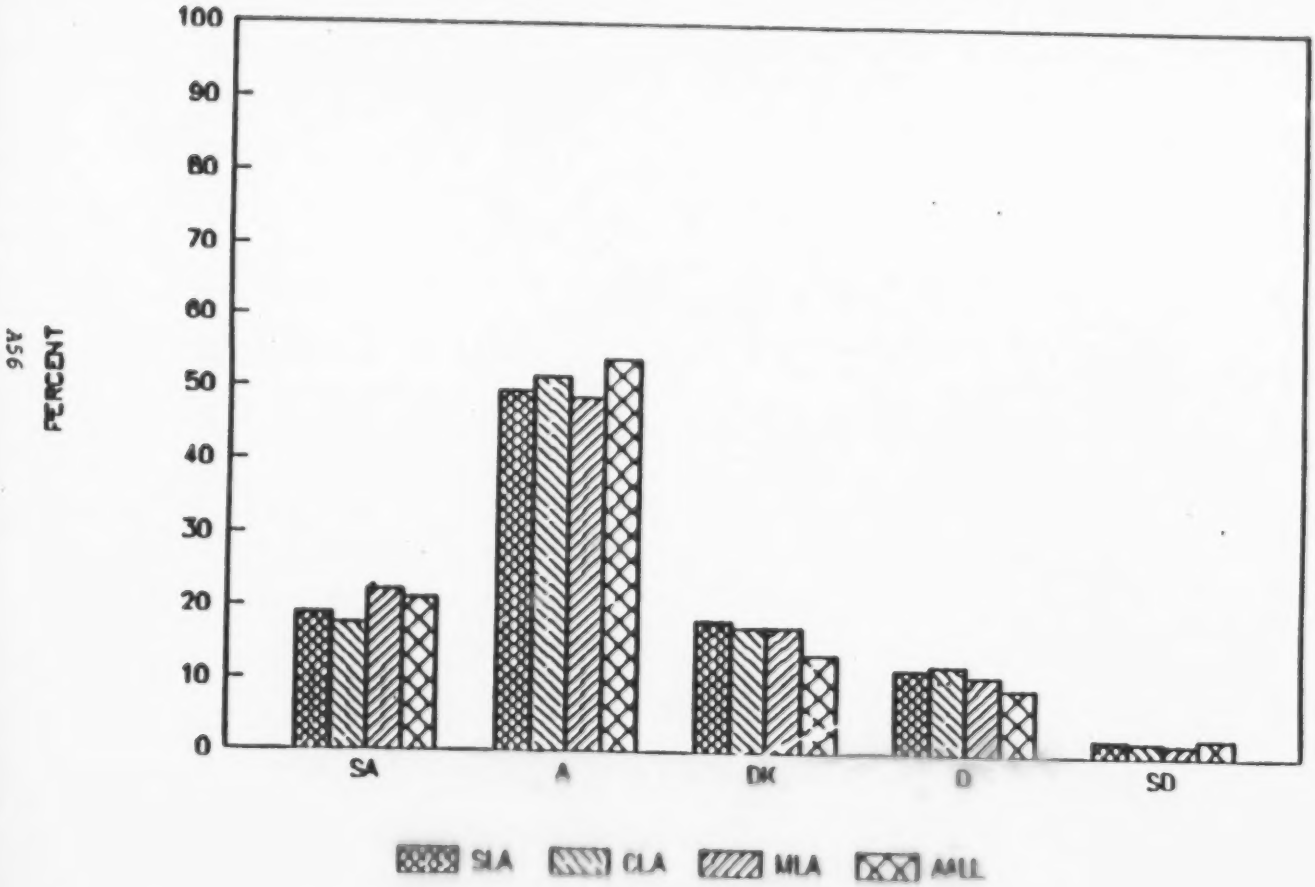


CHART 17

27. Library/information professionals are technologically skilled.

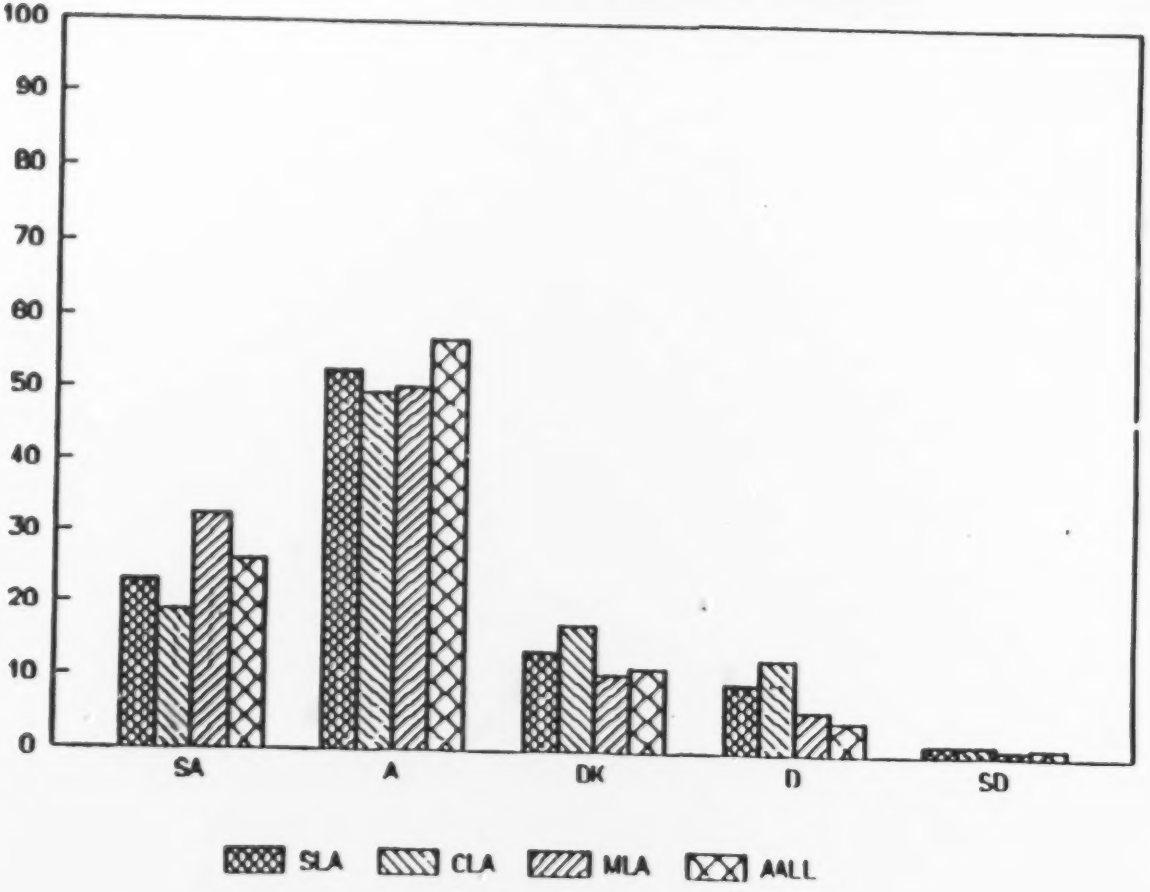


CHART 18

28. My employers provide funds for professional travel

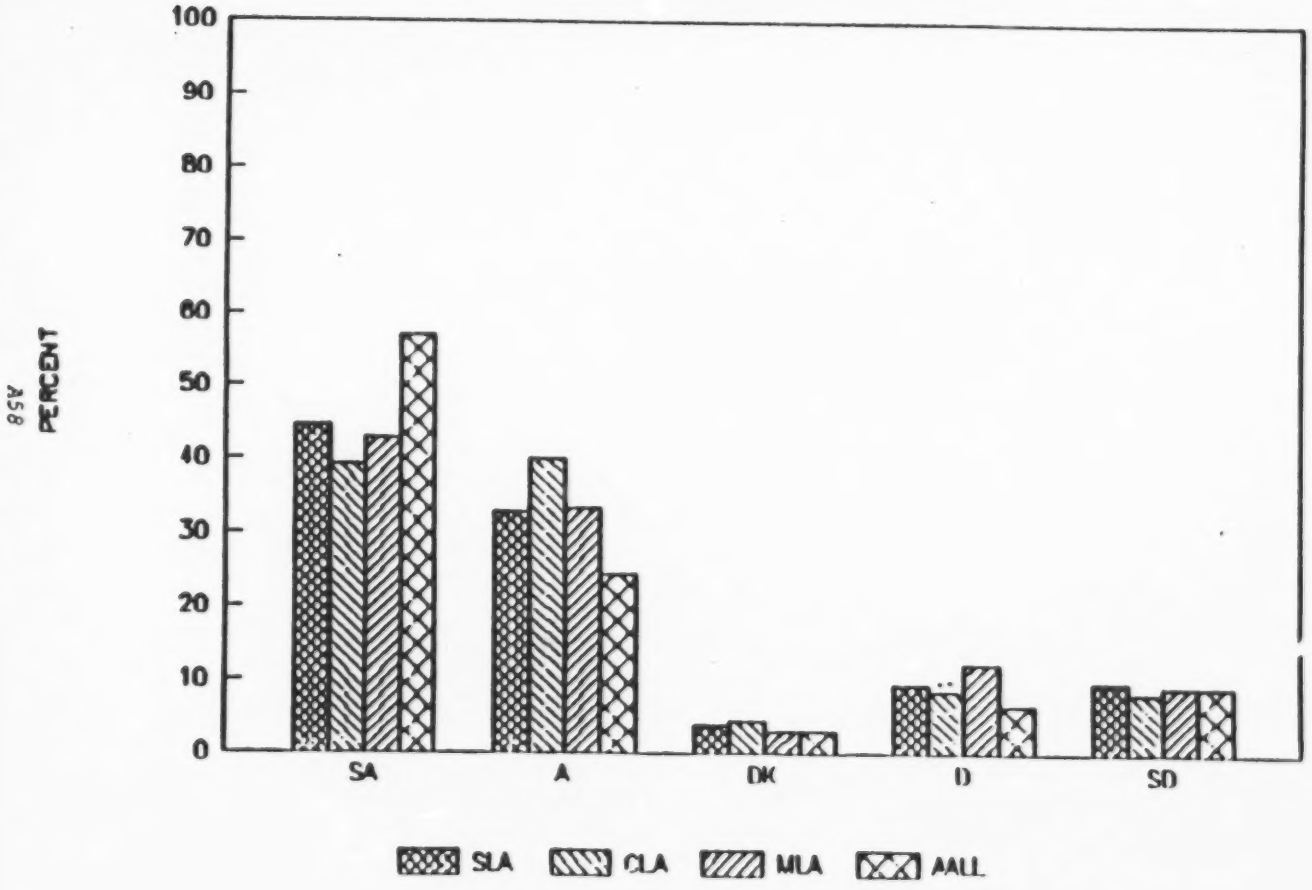
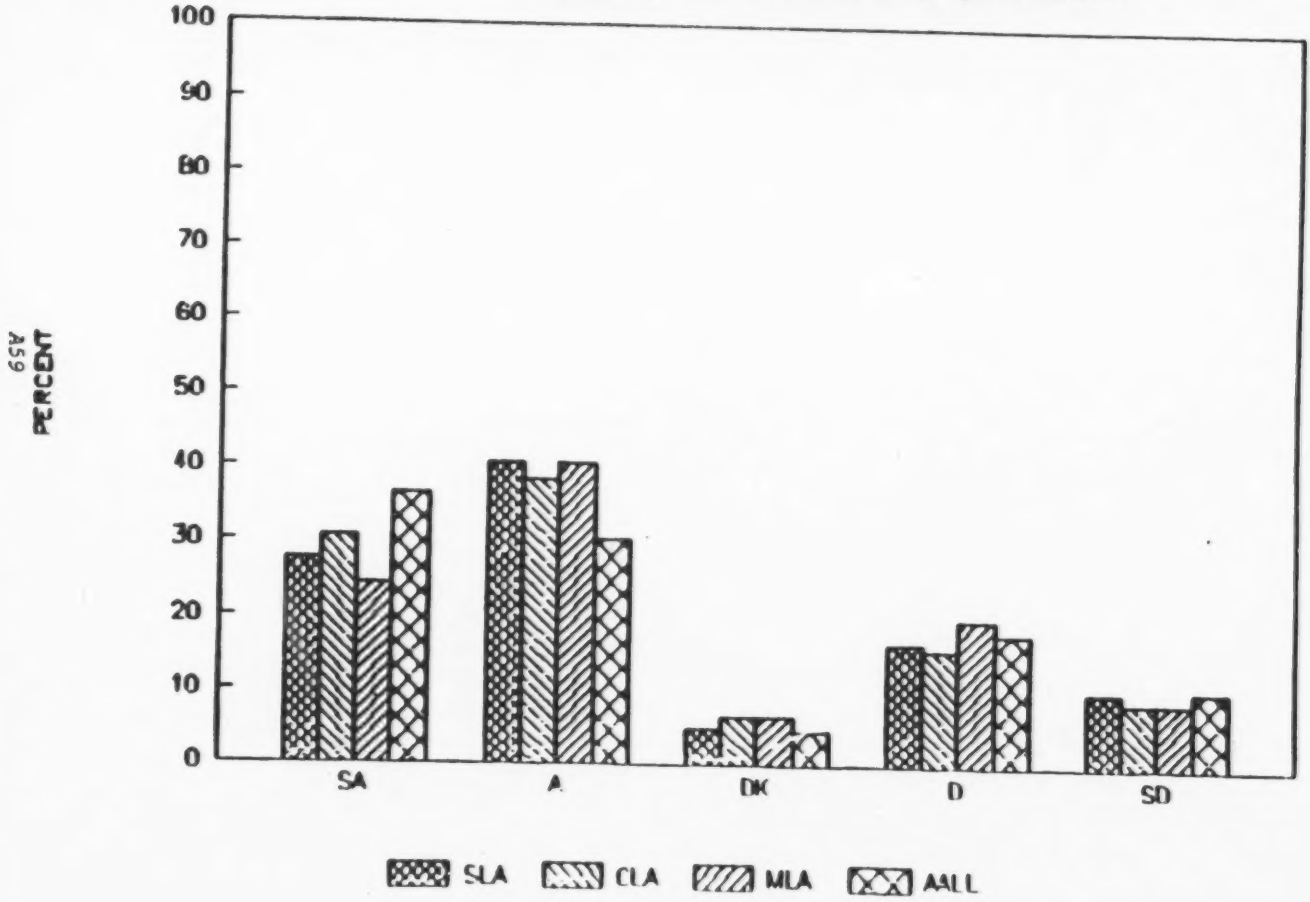


CHART 19

29. I am satisfied with the perks and fringe benefits afforded my position.



30. My behavior is professional.

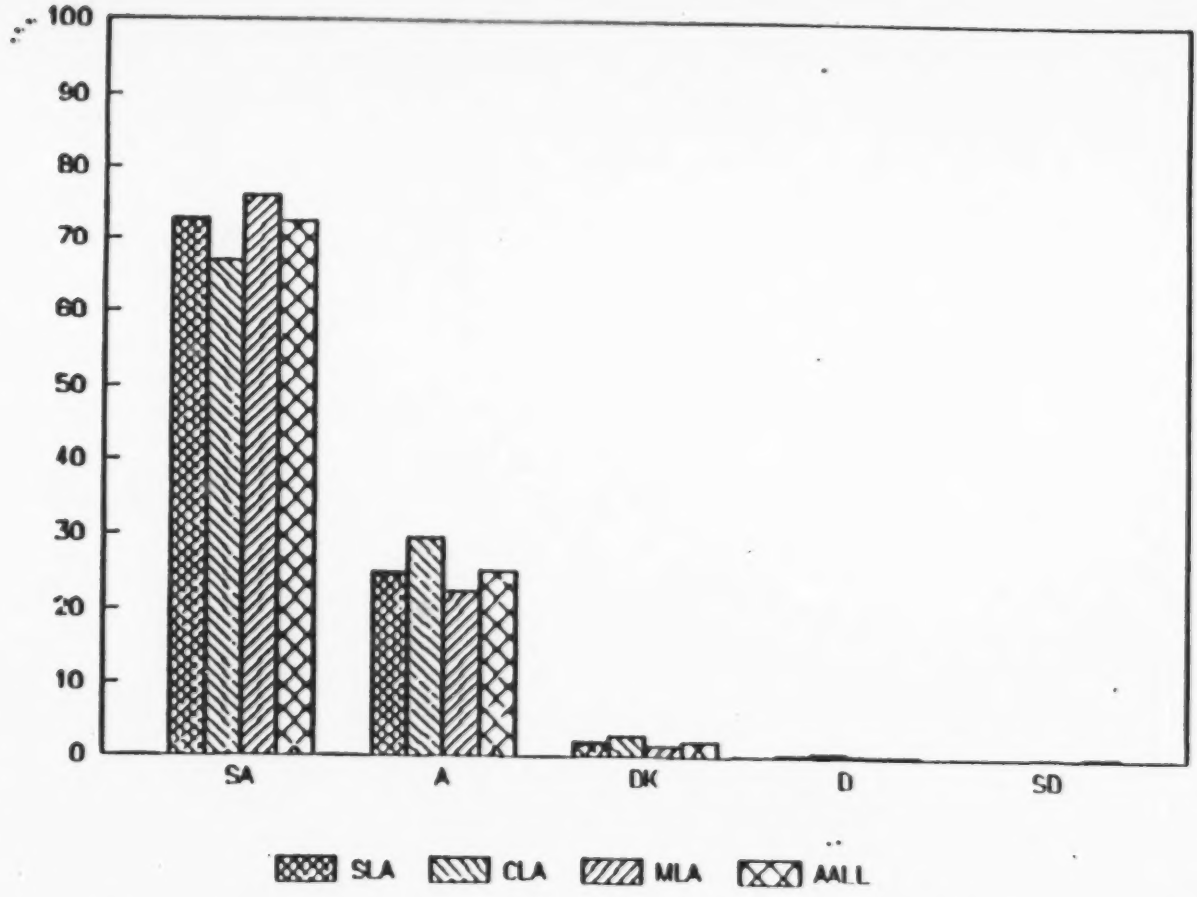
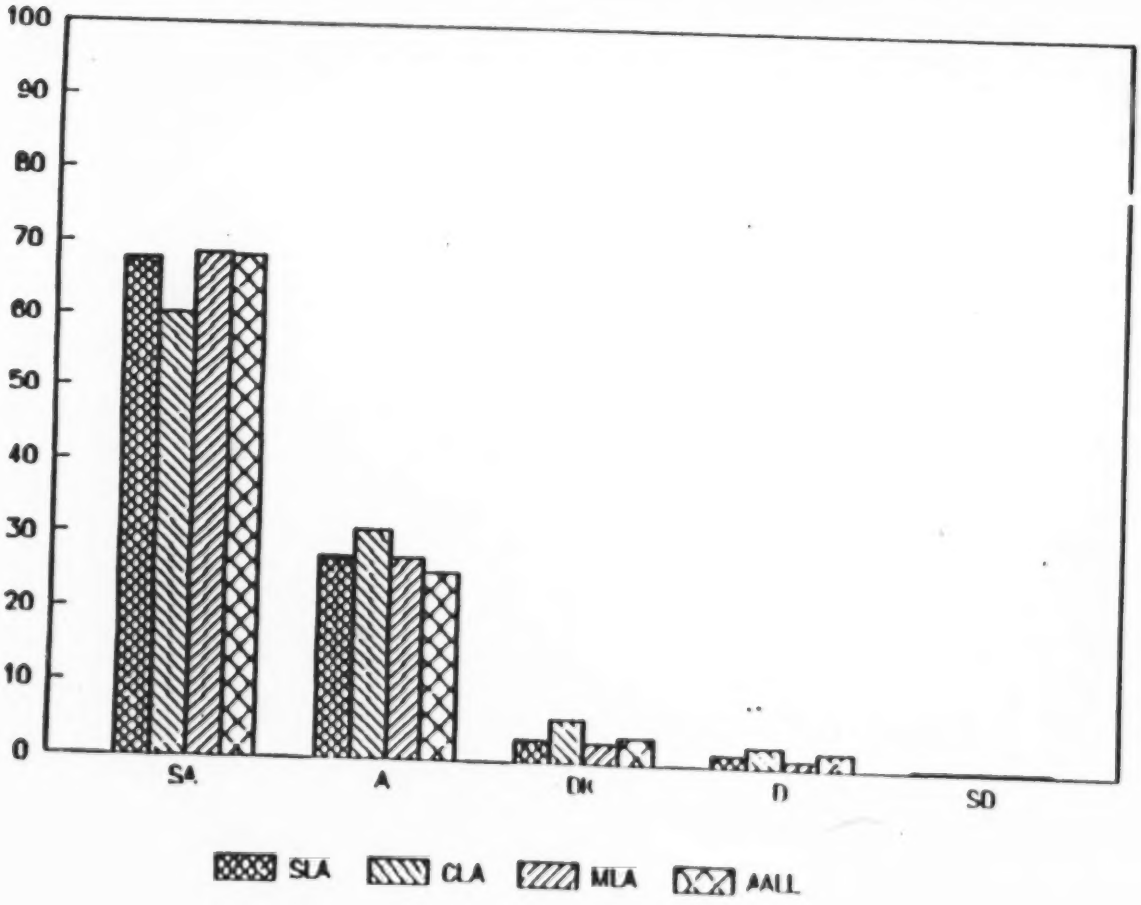


CHART 21

31. My appearance is professional.



A61

CHART 22

32. My job is challenging.

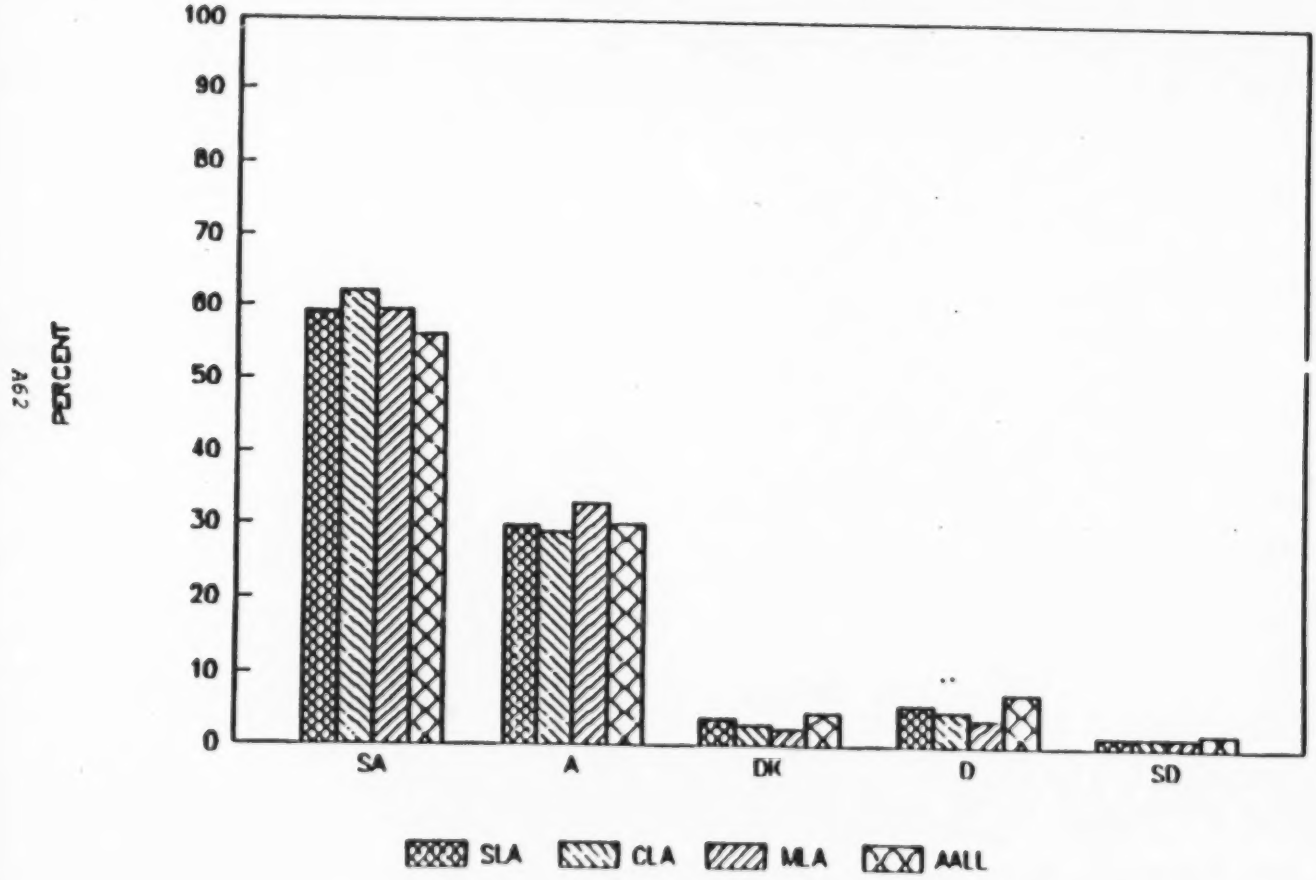
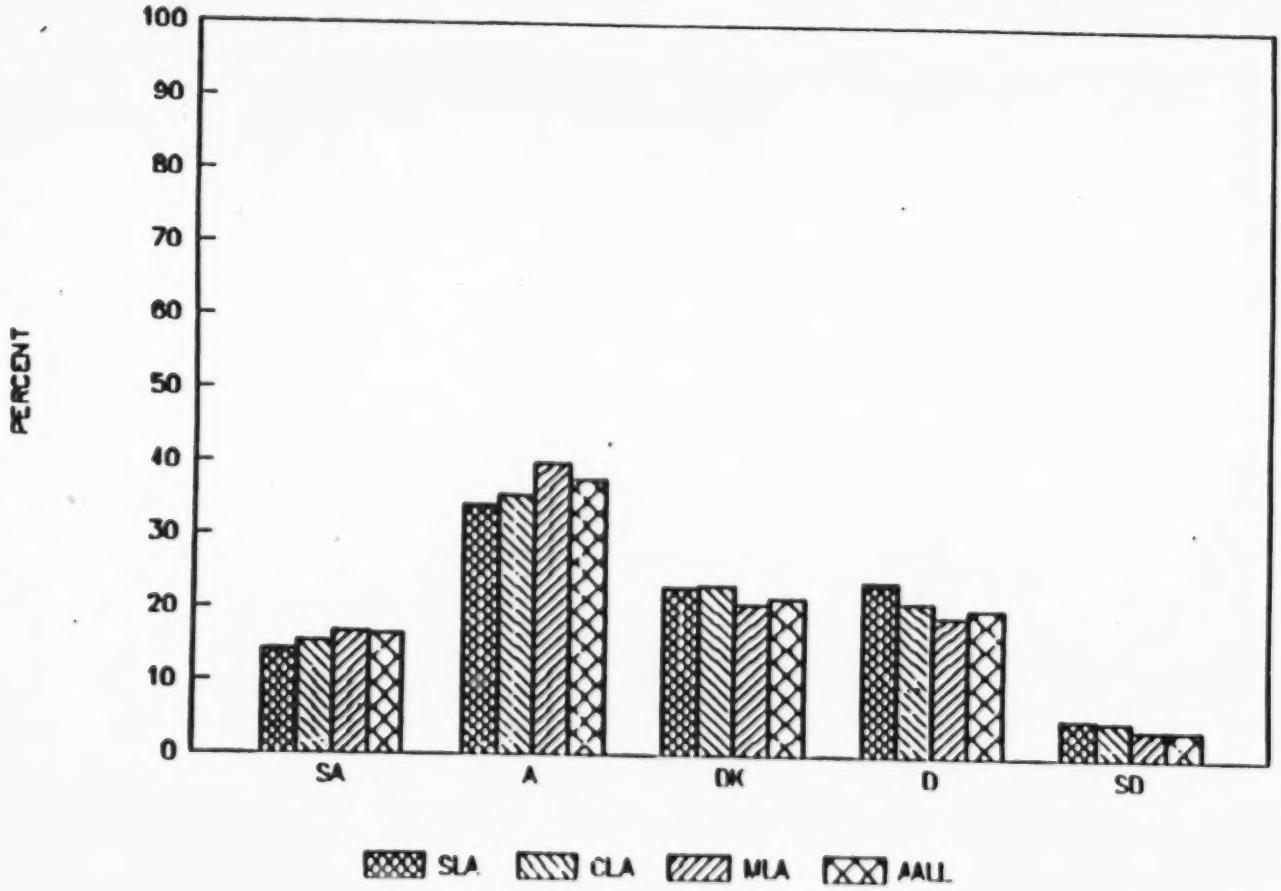


CHART 23

33. Library/information professionals are leaders.



A63

CHART 24

34. I am actively involved in professional organizations.

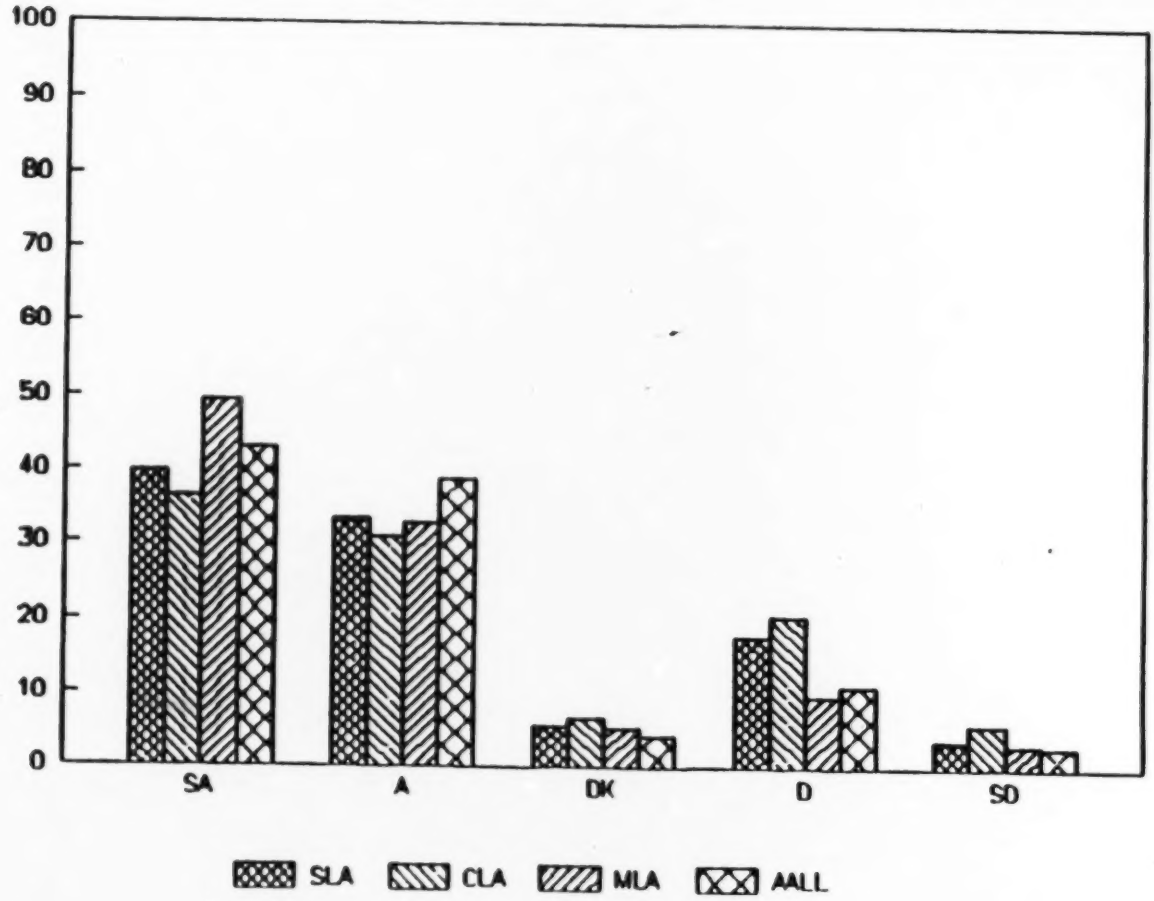


CHART 25

35. I like my position.

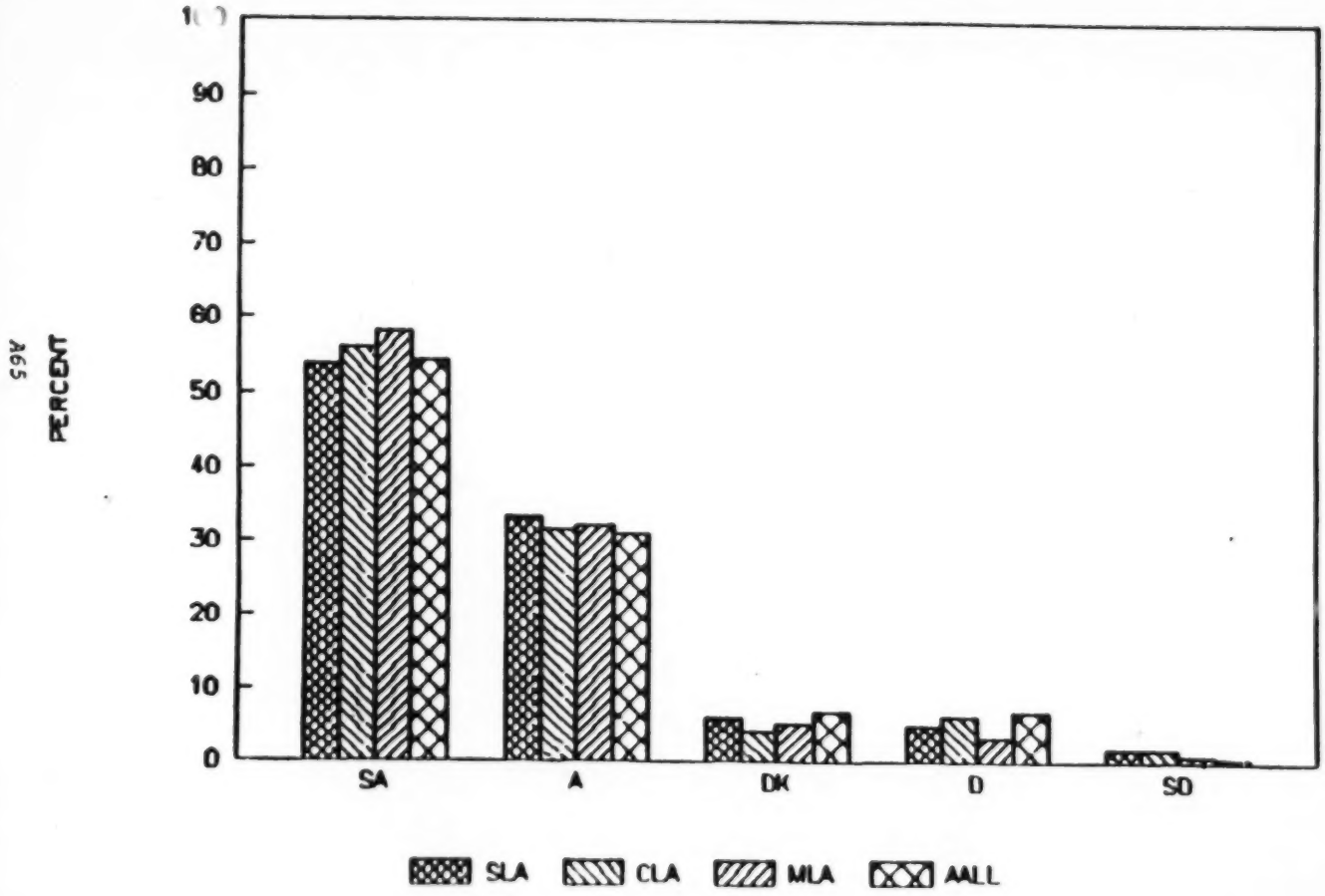


CHART 26

36. My professional expectations have been met.

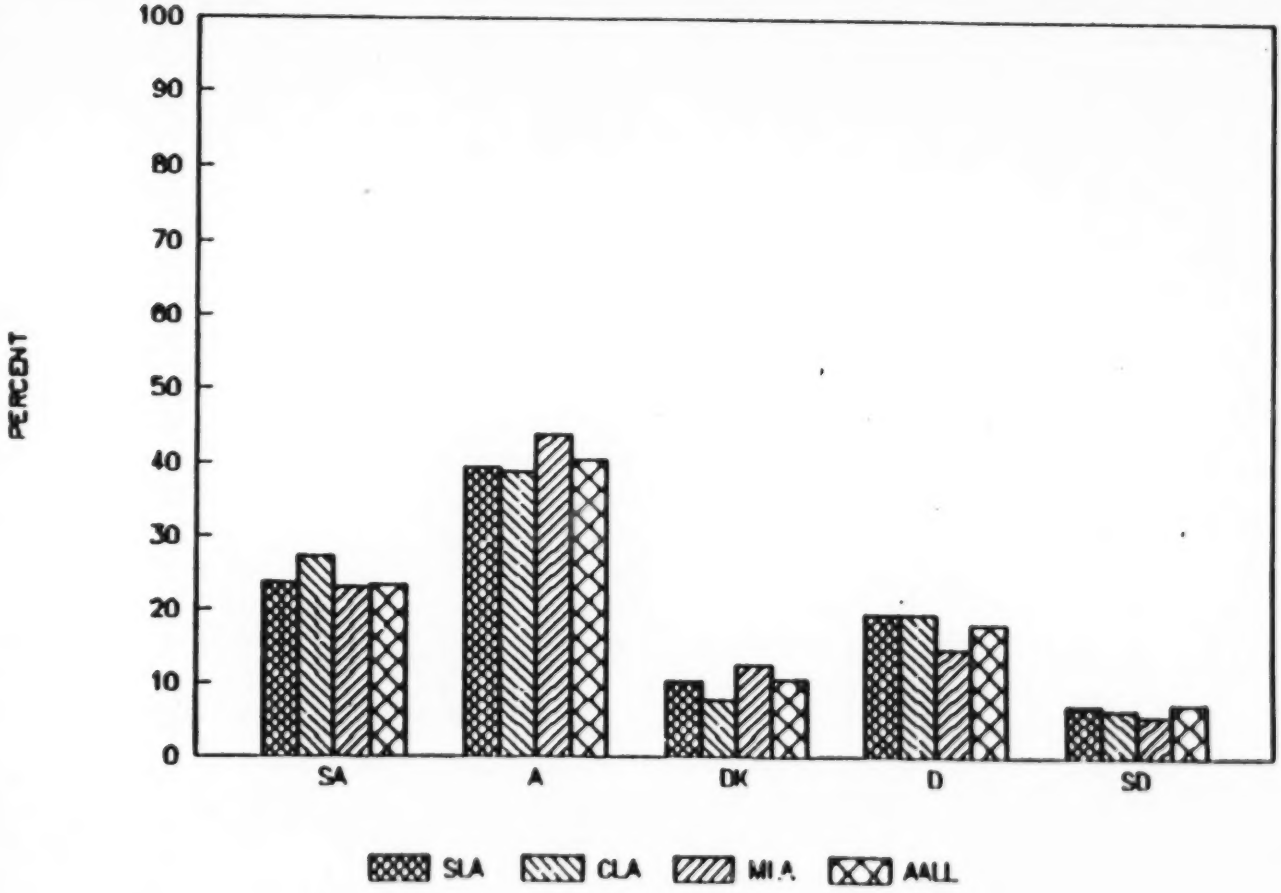


CHART 27

37. My profession has enabled me to realize and fulfill my potential.

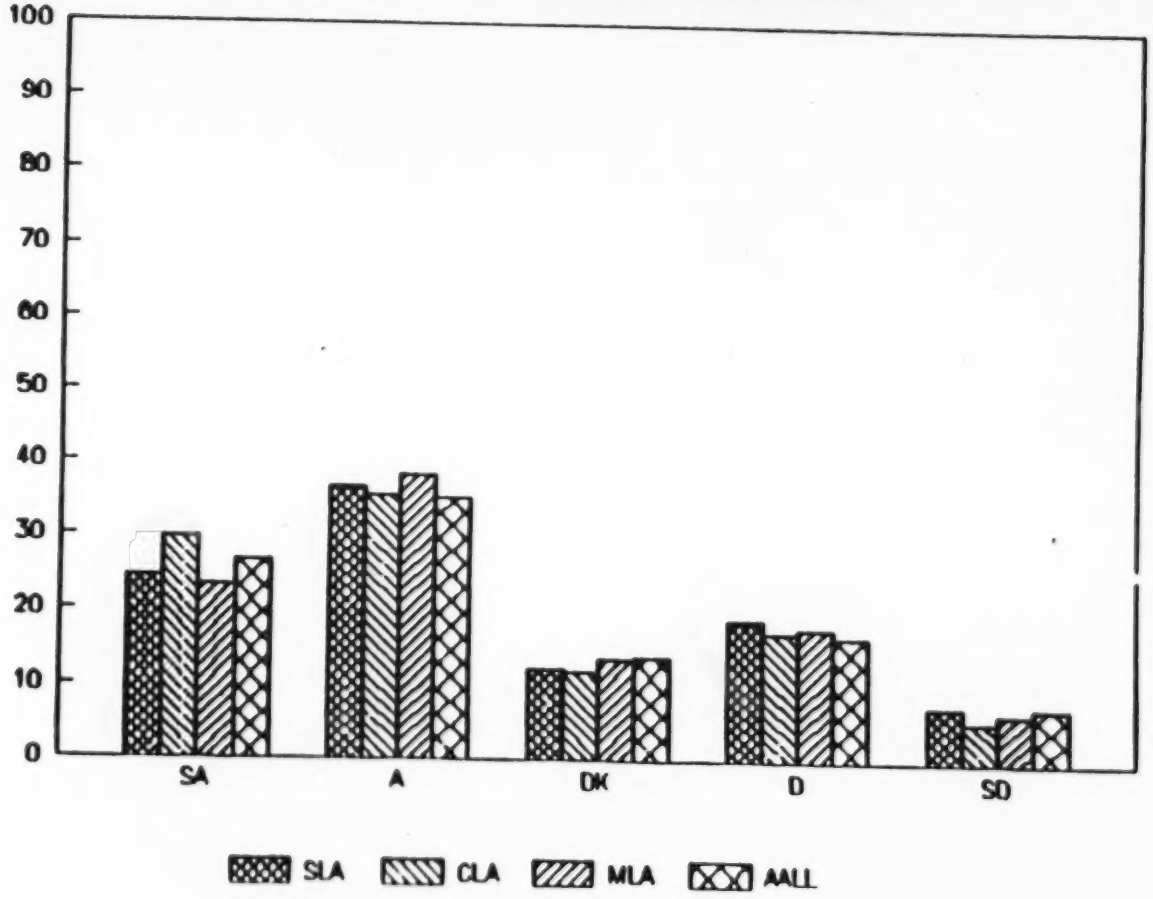


CHART 28

38. My profession has enchanced my self-esteem.

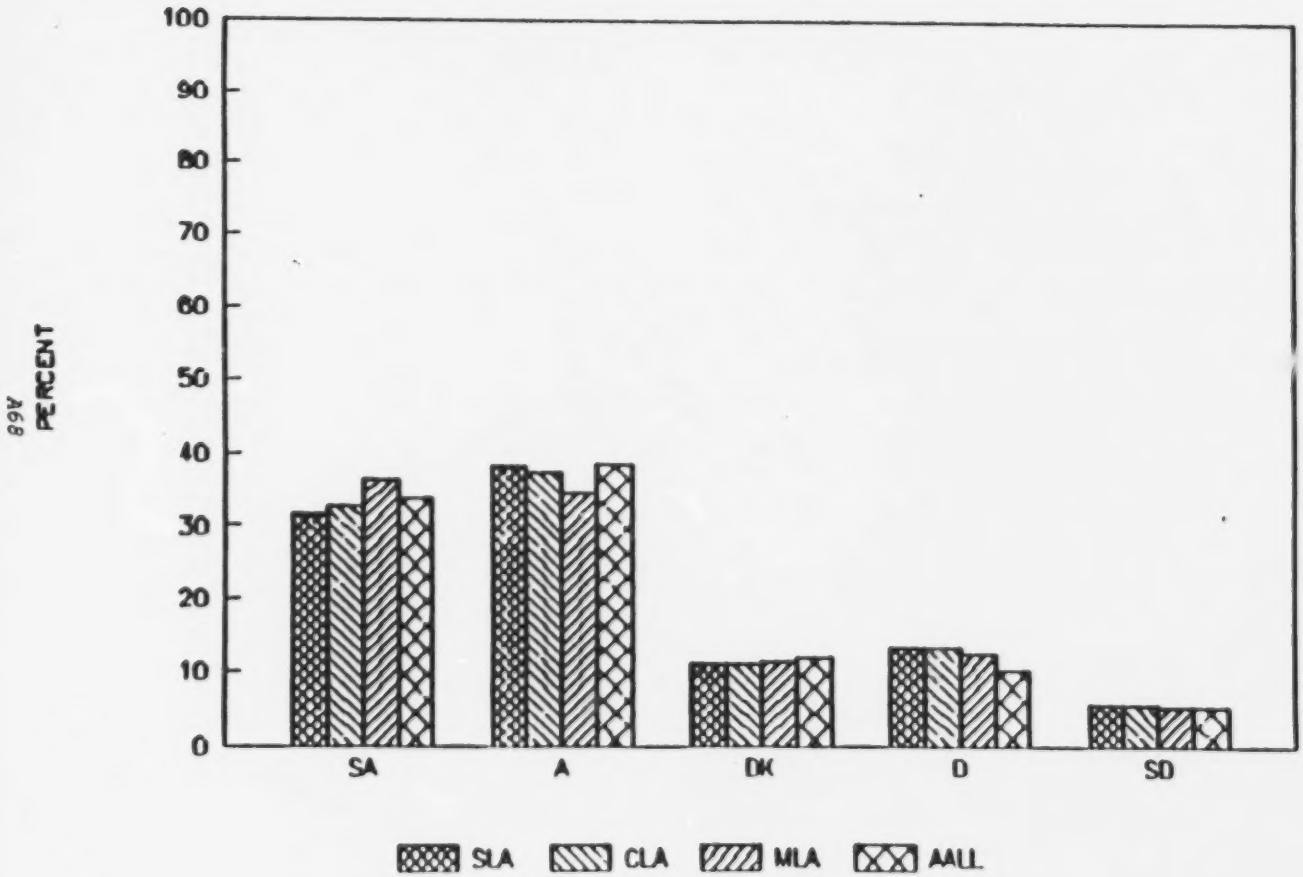
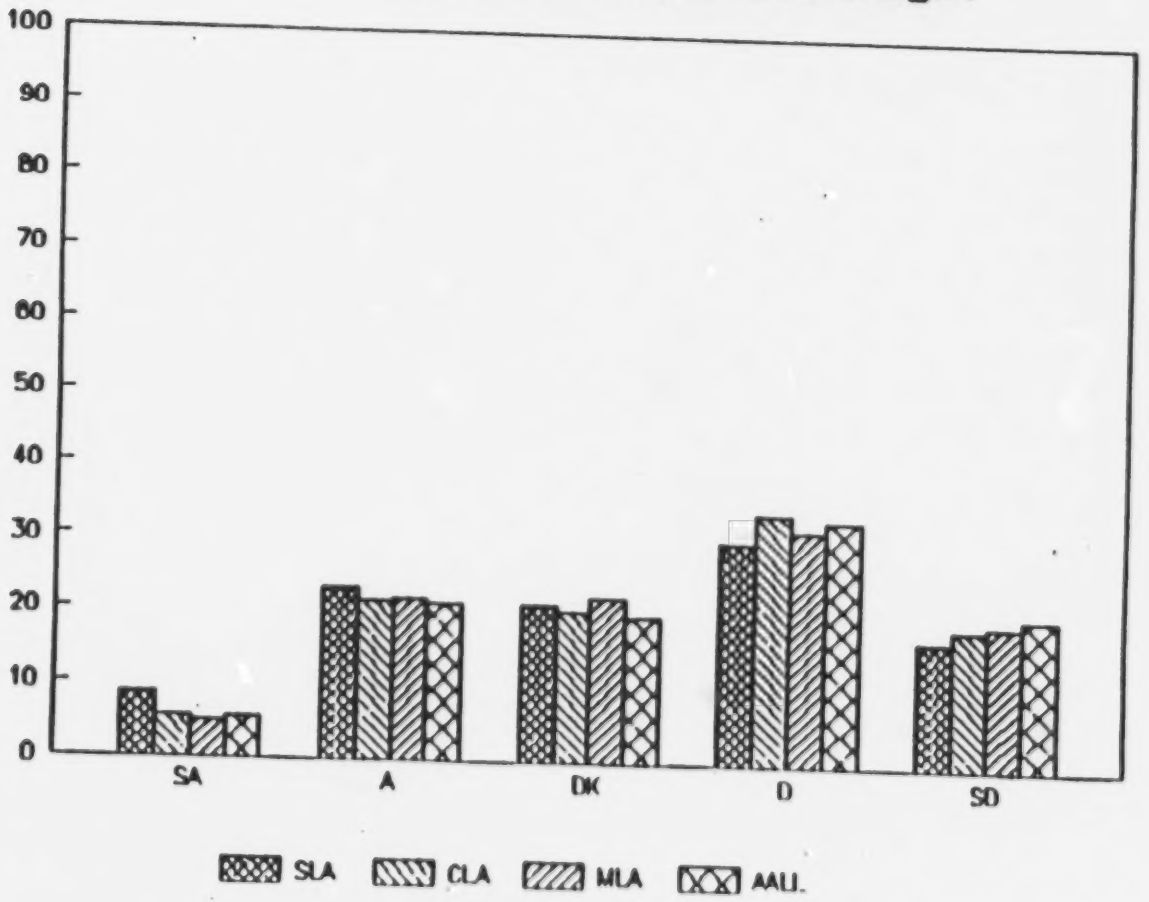


CHART 29

39. My professional colleagues do not give the profession a positive image.



FEEDBACK

At speeches made on the Image Project to the following groups of librarians and information professionals, they were asked to respond to the following statement, "The image of the profession needs to be enhanced." Here are some of the comments:

SPECIAL LIBRARIES ASSOCIATION

"Quit talking and start doing."

"The profession needs more risk takers and innovators."

"Negative image is a self-fulfilling prophecy."

"Revolutionize through technology."

"We should market the librarian."

"The image is of the library, not the people who run the library."

"Librarians as a group are undervalued and underpaid."

"We're the best kept secret in America."

AMERICAN LIBRARY ASSOCIATION -- Public Librarians

"The public views librarians as somewhat lower than teachers and, in the case of children's librarians, as babysitters."

"This is the only profession where the employees are named after the building in which they work."

"Librarians should run for political office."

"I look like John Molloy's ideal yuppie business person."

"We need to appear competent to the public. However, we have to be careful to dress and act as a leader in relation to the community."

"Librarians need to feel better about themselves for the image to be enhanced."

"Educate your employers. Bulletin board displays, media (radio and television spots) that show the public different happenings going on at the library."

"I am often asked if any schooling beyond high school is necessary or advisable to do the work that I do."

"By emphasizing the concrete value of our work, our image will be enhanced.:

"Our national and state organizations need to start actively promoting post graduate certificates etc. to help encourage the profession to keep up-to-date with technology and innovations in the field. The salaries, etc. which appear in the professional journals are sometimes unrealistic."

AMERICAN LIBRARY ASSOCIATION -- School Librarians

"The public needs to perceive librarians as information specialists who use up-to-date methods to serve their patrons."

"By doing a good job and stop worrying about the image."

"It is not unusual that the more comic characteristic of people, professions, cities, etc. find themselves the crux of jokes, but far too often the stern, old maid librarian behind the check-out desk is used to portray our profession, particularly on television and on film. We need to make an effort to dress as professionals and keep in step with society. We should be responsive to our clients, whether they be children, teenagers or adults."

"Teachers in my district thought that librarians only had high school educations. Stop depending on volunteers and mothers to run school libraries."

"School librarians need to take classes on assertiveness, positive communication skills, and other things which will make them feel more secure with administrators, teachers, politicians, etc."

AMERICAN LIBRARY ASSOCIATION -- Academic Librarians

"Librarians are not perceived as 'information engineers' or 'information technologist', but as the vestigial remnants of past culture and a post industrial age. Greater publicity needed about electronic and information techniques now commonplace in libraries."

"Every profession has an image problem."

"Operating a library today is 'big business'. We must, therefore, lead the way in developing new technologies and influencing the future courses of information services. We need exposure at meetings and publications outside the profession."

"I feel some of my colleagues in the profession are overly concerned with image and have harped too much on the 'we don't get no respect' theme. If we are doing our job, image will take care of itself."

"I think that we have reached an impasse between those who are concerned with image and those who think that we have NO image problem. Why can't we all pull together to get the recognition and salary that the profession deserves...whatever it takes."

"Not necessarily. The profession has a good image."

"Buns and glasses, book hoarder image must GO! We need to stress the library without walls concept; the hub of the communication wheel."

"Yes. Through competence and innovation in helping others recognize and access information, through facilitating research, design and problem solving."

"Librarians/information professionals must begin by putting forth a positive, confident, professional image. They must become business people, learn to market themselves and their services to the community they serve."

"Set your goals high and go for it."

"Too many librarians perceive themselves as ineffectual and powerless. They do not dress or conduct themselves in a confident, professional, image-conscious manner."

"Agree. We need to overcome the association of librarians with books alone. We need to be seen as possessing unique and necessary skills for the 90's."

"The 'image' of any profession is created by its constituents and the public perception of those people. Perhaps self-image is a bigger hurdle to overcome than public image. The 'image' of the profession is being enhanced and demonstrated by a variety of activities, including speaking out about the activities of the FBI's Library Awareness Program, by testifying before Congress, and by working with publishers to try to arrest spiraling serials costs. All these efforts are signs of a true 'professional'."

"Nonsense. Librarians seem to me to be very well thought of. Let's get on about our jobs -- and quit contemplating our navels. And while we are about it, let's maintain a sense of humor and the ability to laugh at ourselves."

"Drop the librarian title."

"Yes, but it's tough. We should all be more computer proficient to hold our own against the DP/MIS types."

"Not really. The image, from what I see, is more dynamic than ever and is in a period where it is continually being enhanced."

"As a public librarian I am faced every day with the problem of a clientele who think that anyone employed in a library is a librarian."

"I think the librarian profession is a well kept secret. If everyone knew how much fun and how challenging the work was, more people would want to join the profession."

"The emphasis has been on libraries and resources rather than information and problem solving. We need to be considered analysts and information brokers."